

Sailing the 5 Cs with Learning Strategies

A Resource Guide for Secondary Foreign Language Educators



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CENTER FOR APPLIED LINGUISTICS
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ABOUT THE NATIONAL CAPITAL LANGUAGE RESOURCE CENTER

The National Capital Language Resource Center (NCLRC), a consortium of Georgetown University, The George Washington University, and the Center for Applied Linguistics, is one of fourteen foreign language resource centers nationwide funded by the U.S. Department of Education through Title VI of the Higher Education Act¹. Now in its fourteenth year of operation, the NCLRC works to strengthen the nation's capacity to teach and learn foreign languages through training, research, materials development, and dissemination. The Center conducts workshops, summer institutes, and presentations in the administration and interpretation of performance tests, use of effective teaching strategies, and use of new technologies. Through these teacher education opportunities and on-going projects, the Center promotes professional development for foreign language educators. For more information about the Center's projects, visit our web site: <http://www.nclrc.org>.

¹ The views, opinions, and findings reported are those of the authors and should not be construed as an official Department of Education position, policy or decision unless so designated by other official documentation.

Introduction

I. Purpose of This Guide

Foreign language teachers at the secondary level are constantly looking for ways to help students master the objectives of language learning as set forth in the *National Standards for Foreign Language Instruction*. To meet these high expectations, students need to know *how* to learn as well as *what* to learn. This guide will present twenty learning strategies that are particularly useful for language learners and will demonstrate how foreign language teachers can introduce these strategies to their students. By teaching these strategies, you will help your students to become better language learners and to meet the national standards.

II. Contents of this Guide

The goal of strategies instruction is to make students more aware of how they learn and how they can learn more efficiently and effectively. Teaching learning strategies does not mean that you have to develop a separate set of “strategies lessons” and then try to find a time to teach them. Instead, discussions about students’ strategies and thought processes should become a natural part of regular class activities.

We hope that this guide will help you in introducing learning strategies to your students. We have divided the guide into five chapters. Chapters 1-4 give you background information about the 5 Cs and learning strategies while Chapter 5 gives you 20 learning strategies activities. A short summary of each part of the guide follows.

Chapter One, “The 5 Cs: Objectives for Foreign Language Instruction,” provides you with a rationale for teaching students learning strategies and demonstrates how learning strategies instruction can assist students in mastering the 5 Cs, the national standards for foreign language teaching.

Chapter Two, “Defining and Organizing Language Learning Strategies,” lists and defines 20 learning strategies that we feel can be of particular benefit to your students who are studying a foreign language. The strategies are divided into two categories, Metacognitive Strategies and Task-Oriented Strategies.

Chapter Three, “Teaching Learning Strategies in a Learner-Centered Classroom,” defines the learner-centered classroom and demonstrates how learning strategies develop student autonomy.

Chapter Four, “Integrating Learning Strategies Instruction into Your Language Lessons,” offers you specific suggestions on integrating the instruction of learning strategies into your foreign language curriculum in order to help students master the 5 Cs, improve their

language skills, and learn about topics that you present. A template for planning a learning strategies activity and a sample activity using this template are provided.

Chapter Five, “Model Activities to Teach Learning Strategies,” presents a wealth of sample activities that you can adapt to fit your individual classroom needs. Designed jointly by secondary education teachers and NCLRC staff, these activities illustrate learning strategies instruction for a variety of languages and proficiency levels. Each activity provides instruction in introducing a learning strategy and focuses on one or more of the 5 Cs objectives.

Appendices include:

Appendix A: Learning Strategies List in English

Appendix B: Learning Strategies Lists in Foreign Languages

Appendix C-G: Learning Strategies and the 5 C’s, Charts for Students

Appendix C: Learning Strategies Chart: Communication

Appendix D: Learning Strategies Chart: Cultures

Appendix E: Learning Strategies Chart: Connections

Appendix F: Learning Strategies Chart: Comparisons

Appendix G: Learning Strategies Chart: Communities

Appendix H: Template for Creating Model Activities

Appendix I: Index of Activities in Chapter 5

Chapter 1: The Five C's: Objectives For Foreign Language Instruction

In this chapter we provide a rationale for teaching students learning strategies and we show how, by teaching these strategies, we can help students meet the *National Standards for Foreign Language Learning*, i.e. the 5 Cs.

I. A Rationale for Teaching Learning Strategies

The explicit teaching of learning strategies can aid language teachers in helping students attain the goals, the 5 Cs, of the Foreign Language Learning Standards, i.e., Communication, Cultures, Connections, Comparisons, and Communities.

Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. Teachers are urged to teach learning strategies in the *Standards for Foreign Language Learning in the 21st Century* (1999). They are part of the “weave of the curricular elements” (p. 33). The goal of teaching learning strategies is to help students to consciously control how they learn so that they can be efficient, motivated, and independent language learners (Chamot, Barnhardt, El-Dinary and Robbins, 1999).

Learning strategies instruction helps all students become better language learners. When students begin to understand their own learning processes and can exert some control over these processes, they take more responsibility for their own learning. This self-knowledge and skill in regulating one's own learning is a characteristic of successful learners, including successful language learners. Research with both first and second language learners reveals some of the ways of thinking that guide and assist an individual's attempts to learn more effectively (Paris & Winograd, 1990).

Students who think and work strategically are more motivated to learn (Paris, 1988) and have a higher sense of self-efficacy, or confidence in their own learning ability (Yang, 1999; Zimmerman, 1990). That is, strategic students perceive themselves as more able to succeed academically than students who do not know how to use strategies effectively. Students who expect to be successful at a learning task generally are successful, and each successful learning experience increases motivation.

In order to continue to be successful with learning tasks, students need to be aware of the strategies that led to their success. Awareness of one's own thinking processes is generally referred to as *metacognition* or *metacognitive awareness* (Pressley & Afflerbach, 1995; Rivers, 2001). The value of this type of self-knowledge is that it leads to reflection, to planning how to proceed with a learning task, to monitoring one's own performance on an ongoing basis, and to self-evaluation upon task completion. In other words, it leads to self-regulation of one's learning. Students with greater metacognitive awareness understand the similarity between the current learning task and previous ones, know the strategies required

for successful learning, and anticipate success as a result of knowing "how to learn" (Paris and Winograd, 1990).

One study that investigated differences between more and less effective language learners focused on listening comprehension (O'Malley, Chamot, and Küpper, 1989). Significant differences in strategy use were found between effective and less effective listeners in three major areas. Effective listeners (1) monitored their comprehension by continually asking themselves if what they were hearing made sense; (2) related new information to their prior knowledge by recalling relevant personal experiences or things they had studied; and (3) made inferences about unknown words or information.

Similar research with both high school and college foreign language students found differences between more and less effective learners in the number and range of strategies used, in how the strategies were used, and in whether they were appropriate for the task (Anderson, 1991; Bruen, 2001; Chamot, 1993; Fan, 2003; Green & Oxford, 1995; Halbach, 2000).

These studies indicate that task difficulty and level of language proficiency have a major effect on the strategies that students use. For example, some strategies used by beginning level effective language learners are used less often by the same learners when they reach intermediate level classes, probably because they have had to develop new strategies to meet the requirements of more challenging language tasks. In addition, the difficulty of the task seems to be related to whether students even try to use learning strategies. For example, if a task is relatively easy, students can perform it much as they would in their native language, without conscious attention to strategies. On the other hand, if the task is much too difficult, even effective learning strategies cannot overcome the learner's lack of knowledge and/or language proficiency.

Conclusions about strategic differences between successful and unsuccessful language learners suggest that explicit knowledge about the characteristics of a task and about appropriate strategies for the task's completion are major determiners of language learning effectiveness. When students do not understand a task (what they are supposed to do) and cannot choose an appropriate strategy to help them understand and complete the task, they seem to fall back on a largely implicit approach to learning in which they use habitual or preferred strategies without analyzing the requirements of the particular task.

If successful language learners know how to use learning strategies to assist their language performance, can teachers help less effective language learners by teaching them how to use some of the same effective strategies?

In fact, researchers and teachers in native language contexts have been quite successful in improving student performance through learning strategies instruction in areas such as reading comprehension, writing, and problem-solving (see, for example, El-Dinary, Brown, and Van Meter, 1995; Gagné, Yekovitch, and Yekovitch, 1993; Harris and Graham, 1992; Wood, Woloshyn, and Willoughby, 1995).

Second-language researchers have also investigated a variety of language learning tasks, including listening, reading, speaking, and writing. While much additional research remains to be done with language learning strategies, many of the studies carried out to date report that instruction in learning strategies can, if properly conducted, help students increase their language learning ability and confidence (see, for example, Rost and Ross, 1991; Thompson and Rubin, 1993).

In one study of learners of English as a second language, high school students from various language backgrounds were randomly assigned to a control group or to one of two groups receiving different combinations of learning strategies instruction. After two weeks of classroom strategy instruction for about one hour daily, the post-test revealed significant differences favoring the students taught learning strategies for a presentational speaking task (giving a one-minute oral presentation), and significant differences on some of the daily listening comprehension tests (viewing a mini-lecture on video) (O'Malley, Chamot, Stewner-Manzanares, Russo, and Küpper, 1985).

Studies with high school and college learners of Japanese, Russian, or Spanish indicated generally strong correlations between the use of language learning strategies and students' level of confidence in their own language learning ability (Chamot, Barnhardt, El-Dinary, Carbonaro, and Robbins, 1993; Chamot, Robbins, and El-Dinary, 1993). In addition, most students reported that they found the strategies helpful and teachers indicated that strategies instruction was especially beneficial for average students.

General models for language learning strategy instruction for all levels of instruction have been developed for teachers of foreign languages and English as a second or foreign language (Chamot et al, 1999; Cohen, 1998; Oxford, 1990). For an overview of language learning taxonomies, see Hsiao and Cohen (2002). By working on a number of foreign language research studies and observing foreign language and immersion classrooms, NCLRC researchers have constructed the set of learning strategies presented in this guide. Using the Resource Guide, these are strategies that teachers can actually teach and that students find useful in learning language and other subject material. We hope that this guide provides useful information, methodology and materials for you and your students.

Important reasons for teaching learning strategies in the second language classroom include the following:

- Differences in strategy use between more and less effective learners have been documented through research in both first and second language contexts. Better learners have greater metacognitive awareness, which helps them select appropriate strategies for a specific task.
- Most students can learn how to use learning strategies more effectively.
- Many strategies can be used for a variety of tasks, but most students need guidance in transferring a familiar strategy to new problems.

- Learning strategies instruction can increase student motivation in two main ways: by increasing students' confidence in their own learning ability and by providing students with specific techniques for successful language learning.
- Students who have learned how and when to use learning strategies become more self-reliant and better able to learn independently.

II. A Review of the National Standards for Foreign Language Learning

In the 1990's the U.S. federal government provided funding to define national standards for seven subject areas, one of which was foreign language education. Through a collaborative effort spearheaded by the American Council on the Teaching of Foreign Languages (ACTFL), foreign language organizations developed *content standards* which illustrate the “essential skills and knowledge” students in kindergarten through twelfth grade should acquire in a foreign language.

The *Standards for Foreign Language Learning in the 21st Century* (1999) were based on three assumptions:

Competence in more than one language and culture enables people to:

- Communicate with other people in other cultures in a variety of settings.
- Look beyond their customary borders.
- Develop insight into their own language and culture.
- Act with greater awareness of self, of other cultures, and their own relationship to those cultures.
- Gain direct access to additional bodies of knowledge.
- Participate more fully in the global community and marketplace.

All students can be successful language and culture learners, and they:

- Must have access to language and culture study that is integrated into the entire school experience.
- Benefit from the development and maintenance of proficiency in more than one language.
- Learn in a variety of ways and settings.
- Acquire proficiency at varied rates.

Language and culture education is part of the core curriculum, and it:

- Is tied to program models that incorporate effective strategies, assessment procedures, and technologies.
- Reflects evolving standards at the national, state, and local levels.
- Develops and enhances basic communication skills and higher order thinking skills.

(Standards, p. 7)

The Standards focus on the outcomes of foreign language learning. These outcomes center on the students' ability to communicate in authentic settings, students'

knowledge and understanding of the cultural contexts of the target language, students' ability to make connections to knowledge through the target language, students' development of insight through making comparisons across languages and cultures, and students' lifelong participation in multilingual communities.

Taking into consideration the desired outcomes, the Standards task force identified five goal areas: Communication, Cultures, Connections, Comparisons, and Communities—the five C's of foreign language education. The diagram below shows how the C's are interlinked.



(Reprinted with permission from Standards, p. 32)

With its “five goal areas” and “learning scenarios,” the *National Standards for Foreign Language Learning* (1999) document provides information and guidance to teachers, teacher educators, administrators, and others involved directly or indirectly in K-12 education. Although this document does not prescribe how students should reach the goals, it describes extensively the knowledge and abilities students should acquire and includes “sample progress indicators” for grades four, eight and twelve.

III. Connecting Learning Strategies Instruction to the Five C's

The fundamental concept of learning strategies instruction meshes with the principal objectives of the Standards. In fact, the Standards document states that learning strategies are an integral part of the “weave” of curricular elements that help students to learn “what to say to whom and when” (Standards, p. 29). The Standards authors call for creating “rich curricular experiences” by bringing in such notions as critical thinking skills, cultural knowledge, and learning strategies.

By focusing on meaningful language in use, the Standards hone in on *process* rather than *product*, something that the learning strategies by their very nature address. Indeed, the Standards goals themselves describe what students should be able to *do* at different stages throughout their language education instead of specifying which specific forms or words they should know by a given time. In a similar light, learning strategies instruction focuses on learners' thinking processes instead of language product or output, such as their sentences or answers in the target language, etc. Learning strategies instruction equips learners with techniques to aid their thinking processes.

Like learning strategies instruction, the Standards reflect an inclusive view of language learning, that is, both are based on the assumption that “All students can be successful language and culture learners” (Standards, p. 7). The *Standards* statement of philosophy states that the ultimate goal is “a future in which all students will develop and maintain proficiency in English and at least one other language, modern or classical” (Standards, p.7). This concept is integral to language strategies instruction, since learning strategies provide a way for *all* students to become proficient in a foreign language. According to the Standards document,

Students who use learning strategies effectively begin to see themselves as language learners and take on more responsibility for their own learning. Learning strategies benefit all students since even those who use some strategies effectively can be taught additional ones (Standards, p. 30-31).

In the following chapter you will learn more about learning strategies, in particular, about 20 specific learning strategies that you can introduce to your students to help them become better language learners.

Chapter 2: Defining and Organizing Language Learning Strategies

In this chapter we will introduce you to 20 learning strategies that you can teach to your students to improve their learning of the foreign language.

As we emphasized in the preceding chapter, extensive research into learning strategies reveals the importance and relevance of this instruction for language students. However, as experienced teachers we know that incorporating a new approach into our instruction is not an easy task. This chapter focuses on preparing both teachers and students for learning strategies instruction. We begin by answering some of the most commonly asked questions about learning strategies. We also share the techniques and explain the importance of establishing a learner-centered environment in the classroom before beginning strategies instruction.

I. Answers to some of the Most Common Questions about Learning Strategies Instruction

At this point, you may be thinking, “Twenty learning strategies? How do I find the time to teach 20 learning strategies in my already full schedule of teaching language skills?” And even more importantly, you may be thinking about your students: “How receptive will they be to learning strategies? How do I prepare them for learning strategies instruction?” Explicit strategies instruction may entail not only a new experience for you and your students, but also new roles in the learning process. The purpose of this section is to respond to these important questions and provide suggestions for getting started with learning strategies instruction.

- ***What are Learning Strategies?***

Learning strategies are the thoughts and/or actions that students use to complete learning tasks. We all know that good teachers use numerous teaching strategies to help students learn. We use visuals to introduce new ideas, we direct students’ attention to important elements, and we activate students’ background knowledge before introducing a new concept.

Learning strategies, however, are the tools that students themselves can employ independently to complete a language task. For instance, a student who needs to learn a list of vocabulary words might draw a picture to remember each word.

It is important to distinguish between teaching strategies and learning strategies. Think about yourself in two different roles - as a language teacher and as a language student. Look at Table 1 below for examples of strategies you might use as a teacher and those you might use as a student.

A comparison of similar teaching strategies and learning strategies

Strategy	Teacher	Learner
Background Knowledge	Activate your students' prior knowledge in order to build new material on what they already know.	Think about what you already know about a topic to help you learn more about it.
Personalize	Through discussion, link new material to your students' experiences and feelings using guiding questions or other activities.	Link new material to your personal experiences and feelings.
Summarize	Have your students read a text, then summarize it to aid comprehension.	After you read a text, stop a moment and summarize the meaning to help your comprehension
Use Imagery	Create a meaningful context for your students by accompanying new information with figures, illustrations, and photographs.	Associate new information with a mental or printed image to help you learn it.

Learning strategies take different forms. Strategies like *Make Inferences*, in which students derive meaning from context, are mental processes that are difficult to observe. Other strategies like *Use Graphic Organizers/Take Notes* can be easily observed and measured. What is important for the purpose of this guide is that strategies can be learned.

- ***What is Learning Strategies Instruction?***

Students who analyze and reflect on their learning are more effective learners; that is, they are more able to acquire, retain, and apply new information and skills. Yet students often use learning strategies in a sporadic manner, applying them inappropriately or overusing the limited number they know.

Learning strategies instruction is one means of improving students' acquisition of a foreign language. It gives them an explicit vocabulary to use in talking about their learning experiences so that they can build a repertoire of strategies. Students do not just acquire new strategies; they discover how and when to apply them. Their ability to use strategies effectively and to match them appropriately with tasks has broad implications for learning both content and language.

The goal of learning strategies instruction is for students to become independent learners with the ability to use strategies aptly in a variety of contexts. In the beginning, however, learning when and in what contexts to use particular strategies or groups of strategies requires direction and guidance from the teacher.

- ***How Do We Name and Organize Language Learning Strategies for Instruction?***

There are a number of different names and classification systems for learning strategies (for a very good review see Hsiao & Oxford, 2002). There are few “rights” and “wrongs” in learning strategies taxonomies, but specific ways of organizing the strategies can be useful for different teaching situations. Here, we have provided you with a list of 20 commonly used and effective language learning strategies grouped in a way that we think will help you seamlessly integrate strategies instruction into your FL classroom teaching. Students can use these strategies to master the 5 Cs: Communication, Cultures, Connections, Comparisons, and Communities. They will improve their skills in reading, writing, speaking, listening, mastering grammatical features, vocabulary, and learning content. In other words, the strategies are relevant to the foreign language teacher's emphasis on the 5 Cs and facilitate the integration of content and language objectives.

We have divided the 20 strategies into two categories: “Metacognitive” and “Task-Based.” The Metacognitive Strategies can be used for almost any task and are based on reflecting on one's own thinking while the Task-Based Learning Strategies are more determined by the specific nature of the task and the resources of the student.

II. Metacognitive Learning Strategies

Metacognitive learning strategies are general learning strategies. Reflecting upon your own thinking and learning is *metacognitive* thinking. Once students begin to think about their own learning, they can then begin to notice how they learn, how others learn, and how they might adjust how they learn to learn more efficiently. We list four general metacognitive strategies:

- Organize/Plan** Your Own Learning
- Manage** Your Own Learning
- Monitor** Your Own Learning
- Evaluate** Your Own Learning

These metacognitive strategies follow the sequential order of the process a learner generally goes through in accomplishing any task. What do I do before I start? (*Organize/Plan*) What do I do while I am working on the task? (*Manage*) How do I make sure I am doing the task correctly? (*Monitor*) What do I do after I have finished the task? (*Evaluate*) It is important to remember, however, that learners are not as linear as our models suggest. In reality, we go back and forth: planning, then monitoring, then planning again, managing, organizing, etc.

III. Task-Based Learning Strategies

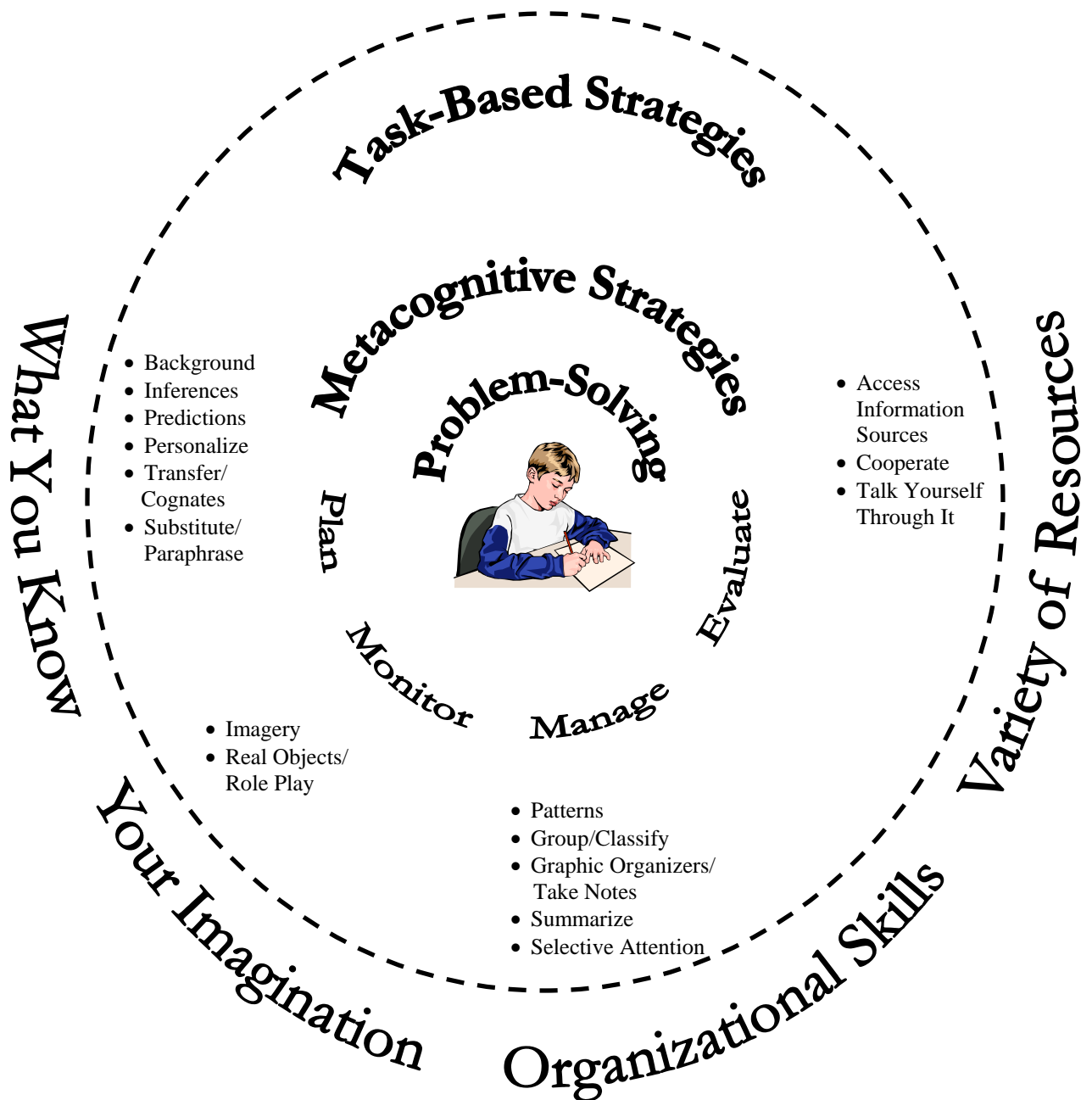
The “Task-Based Learning Strategies” focus on how students can use their own resources to learn most effectively. There are 16 task-based strategies in the list. We have divided them into four categories that are grouped by the kinds of resources students already have, or can get, to help them complete specific tasks. By focusing students’ attention on their resources, we emphasize their ability to take responsibility for their own learning.

- Strategies That **Use What You Know**
- Strategies That **Use Your Imagination**
- Strategies That **Use Your Organizational Skills**
- Strategies That **Use a Variety of Resources**

Within each of these four groups, you will find specific strategies that are examples of what the students can do with these resources to help them learn. For example, in the group “Use What You Know” we include *Use Background Knowledge*, *Make Inferences*, *Make Predictions*, and *Transfer/Use Cognates*.





The model in Figure 1, *Applying Language Learning Strategies*, illustrates the relationship between the Metacognitive and the Task-Based Learning Strategies. This image embodies the learner-centered nature of strategy instruction. Oliver, our student, is at the core, and has a language learning task to complete. He decides to use a strategic, problem-solving approach. He recognizes that problem-solving involves various stages, planning, monitoring, managing and evaluating. However, these stages are exhibited as a circle because Oliver may visit and revisit each of these phases throughout the task. During each phase, he is equipped with a variety of specific learning strategies that he can use (either alone or in tandem) to help him complete the task. The strategies have been categorized according to learner-friendly sections, (What You Know, Your Imagination, Organizational Skills, Variety of Resources), to help clarify how to use the learning techniques effectively.

Figure 1: Applying Language Learning Strategies










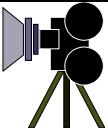
Looking through the list of strategies, you might think that people use learning strategies one at a time and that learning strategies are clearly delimited in function and in use. Reality, of course, is never that simple. Many learning tasks are accomplished using a number of different learning strategies, sometimes simultaneously and sometimes in sequence. However, teaching learning strategies one-by-one, giving each one a name and a definition, and using examples, gives you a way to talk to your students about thinking and learning. It gives the students a way to talk to themselves about their own thinking. You develop a common vocabulary that will then allow you and your students to talk about how to choose and integrate strategies for different kinds of language learning tasks.

Below you will find the “Learning Strategies List for Students” that you can share with your students. This list outlines the language learning strategies discussed above; it provides names for the strategies, descriptions of strategies, a picture of a key concept related to the meaning of each learning strategy, and a keyword that might be used with students to help them remember the strategy. You will probably want to teach the names of the strategies in the target language. Learning Strategies Lists in Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Swedish follow the English language version.




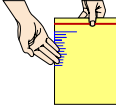

METACOGNITIVE STRATEGIES		
Strategy	Description	
Organize / Plan	 <p>Calendar</p>	<ul style="list-style-type: none"> -Plan the task or content sequence. -Set goals. -Plan how to accomplish the task.
Manage Your Own Learning	 <p>Pace Yourself</p>	<ul style="list-style-type: none"> -Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice. -Focus your attention on the task.
Monitor	 <p>Check</p>	<p>While working on a task:</p> <ul style="list-style-type: none"> -Check your progress on the task. -Check your comprehension as you use the language. Are you understanding? -Check your production as you use the language. Are you making sense?
Evaluate	 <p>I did it!</p>	<p>After completing a task:</p> <ul style="list-style-type: none"> -Assess how well you have accomplished the learning task. -Assess how well you have applied the strategies. -Decide how effective the strategies were in helping you accomplish the task.




TASK BASED STRATEGIES: USE WHAT YOU KNOW

Strategy	Description	
Use Background Knowledge	 I know.	-Think about and use what you already know to help you do the task. - Make associations.
Make Inferences	 Use Clues	-Use context and what you know to figure out meaning. -Read and listen between the lines.
Make Predictions	 Crystal Ball	-Anticipate information to come. -Make logical guesses about what will happen.
Personalize	 Me	-Relate new concepts to your own life, that is, to your experiences, knowledge, beliefs and feelings.
Transfer / Use Cognates	 telephone/teléfono/ Telefon/téléfon	-Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize cognates.
Substitute / Paraphrase	 Spare Tire	-Think of a similar word or descriptive phrase for words you do not know in the target language.

TASK-BASED STRATEGIES: USE YOUR IMAGINATION		
Strategy	Description	
Use Imagery	 <p>Mirror, Mirror</p>	-Use or create an image to understand and/or represent information.
Use Real Objects / Role Play	 <p>Lights, Camera, Action!</p>	-Act out and/or imagine yourself in different roles in the target language. -Manipulate real objects as you use the target language.

TASK-BASED STRATEGIES: USE YOUR ORGANIZATIONAL SKILLS

Strategy	Description	
Find/Apply Patterns	 <p>Pattern</p>	<ul style="list-style-type: none"> -Apply a rule. -Make a rule. -Sound out and apply letter/sound rules.
Group/Classify	 <p>Sort Suits</p>	<ul style="list-style-type: none"> -Relate or categorize words or ideas according to attributes.
Use Graphic Organizers/ Take Notes	 <p>Notepad</p>	<ul style="list-style-type: none"> -Use or create visual representations (such as Venn diagrams, timelines, and charts) of important relationships between concepts. -Write down important words and ideas.
Summarize	 <p>Main Idea</p>	<ul style="list-style-type: none"> -Create a mental, oral, or written summary of information.
Use Selective Attention	 <p>Look for It</p>	<ul style="list-style-type: none"> -Focus on specific information, structures, key words, phrases, or ideas.

TASK-BASED STRATEGIES: USE A VARIETY OF RESOURCES		
Strategy	Description	
Access Information Sources	 Read all about it!	-Use the dictionary, the Internet, and other reference materials. -Seek out and use sources of information. -Follow a model. -Ask questions.
Cooperate	 Together	-Work with others to complete tasks, build confidence, and give and receive feedback.
Talk Yourself Through It (Self-Talk)	 I can do it!	- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.

Below you will find The Learning Strategies Inventory with more detailed descriptions of each strategy. Each description includes a definition of the purpose of the strategy, a more in-depth description of the contexts in which it can be used, and an example of how a student might use it to complete an academic task. These descriptions will be particularly useful as you prepare to teach your students how to use a specific learning strategy or when you seek strategies to help them with a particular task.

Learning Strategies Inventory

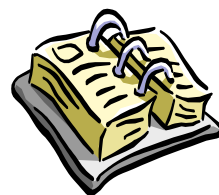
METACOGNITIVE STRATEGIES

1. ORGANIZE / PLAN

Purpose: Students make a plan of what they need to do and organize their thoughts and activities in order to tackle a task. This preparation helps them complete more intricate tasks than would otherwise be possible.

Context: *Organize/Plan* is helpful before starting any task. It is an especially important strategy for target language writing tasks.

Example: A student wants to write a thank you letter to his teacher for tutoring him after school. He has lots of ideas about what to write, but he is not sure how to put them in order. He jots the ideas down on some index cards and organizes them (trying out different orders, eliminating less important ideas, etc.) before copying them onto clean paper.



2. MANAGE YOUR OWN LEARNING

Purpose: This strategy is central to problem solving. Students reflect on their own learning styles and strategies. They regulate their own learning conditions to maximize achieving their goals. Students determine how they learn best, they arrange conditions to help themselves learn, they focus attention on the task, and they seek opportunities for practice in the target language. Manage also refers to the self-regulation of feelings and motivation. Independent learners must have a sense of how to manage their own learning.

Context: *Manage Your Own Learning* is an important part of problem solving on any task.

Example: To prepare for an exam, a student decides to make flashcards with main ideas to study with classmates rather than rereading her notes, as flashcards usually work best for her.



3. MONITOR

Purpose: Students question whether an idea makes sense in order to check the clarity of their understanding or expression in the target language. Students are aware of how well a task is progressing and notice when comprehension breaks down.

Context: *Monitor* is important for any task.

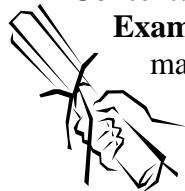
Example: If a student asks how to conjugate a new verb and the teacher tells her, “Yes, you may get a drink from the water fountain,” the student who is monitoring would realize that her question did not communicate her intended meaning!



4. EVALUATE

Purpose: Judging for themselves how well they learned material or performed on a task helps students identify their strengths and weaknesses so they can do even better the next time. Assessing how well a strategy works for them helps students decide which strategies they prefer to use on particular tasks.

Context: *Evaluate* can help students after completing a task.



Example: A student who finds writing in the target language difficult thinks about what makes it hard for her. She knows she is good at communication but makes a lot of mistakes in grammar. She decides to pay more attention to grammar in the future. In chemistry class, a student uses *Use Selective Attention* to listen closely to directions while the teacher explains how to do an experiment. She tries to do it herself but does not succeed. She decides to look at her lab manual which has illustrations of the

process. She tells her teacher that *Access Information Sources* worked better for her on this task than *Use Selective Attention*.

TASK-BASED STRATEGIES: Use What You Know

5. USE BACKGROUND KNOWLEDGE

Purpose: Students reflect on what they already know about a task or topic so that it is easier to learn and understand new information. The strategy helps them see the connection between what they know and what they are learning.

Context: Students can *Use Background Knowledge* whenever they know anything related to a task or topic.

Example: Before reading a novel set in Victorian England, students can brainstorm to recall what they’ve learned in History class about the period. They can use this information to put the events in the novel in the appropriate context once they start reading.



6. MAKE INFERENCES

Purpose: Using context clues, students manage to decipher new vocabulary or figure out the meaning of a text or speech. They make guesses based on pictures, headlines, surrounding text, gestures and body language, or other information related to the task. At a more advanced level, students “read (or listen) between the lines” to infer meaning that is not stated in the text.



Context: Guess! That’s right: it’s a problem solving technique that works at any stage of the learning process and is useful in numerous contexts.

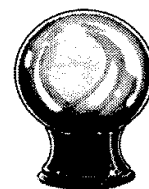
Example: Students are given a German newspaper. Under the major headline they see a photo of the Queen of England with the German president. They infer that the article will be about a state visit.

7. MAKE PREDICTIONS

Purpose: Students figure out what they can expect in a task based on their background knowledge and information about the task at hand. They prepare for the rest of the task and direct their efforts to completing it based on their predictions.

Context: *Make Predictions* can be used whenever students have enough relevant information to be able to make reasonable predictions for the task. As they learn new information, they may refine or modify previous predictions.

Example: The teacher hands out the next novel the class will be reading. On the cover is a picture of a sunny beach and the ocean. Based on this illustration, a student guesses the story will take place in the summer time, possibly on the coast.



8. PERSONALIZE

Purpose: Students relate information to their feelings, opinions or personal experiences in order to remember and understand it better. They may associate it with someone or something in their personal lives.



Context: This strategy is useful whenever a word or idea represents something personally important to students.

Example: A student’s parents take her to an Italian restaurant for dinner. Later, when she is learning vocabulary items in Italian, she remembers many of the words from the menu at the restaurant.

9. TRANSFER /USE COGNATES

Purpose: By recognizing similarities between words or grammar in the target language and their native language, students can easily and quickly increase their vocabulary and construct sentences.

Context: *Transfer / Cognates* can be used when words look or sound similar in the two languages or when knowledge of a language system, such as grammar, can aid in the understanding of the new language.

Example: A student reading a worksheet encounters the Spanish word *teléfono* for the first time. She recognizes that it looks like the English word *telephone* and thinks it probably means that same thing. In context, it makes sense. The two words sound alike, too. She decides *teléfono* and *telephone* are probably cognates.



10. SUBSTITUTE/PARAPHRASE



Purpose: Rather than stopping at a dead end, students find different ways to say the same thoughts. Beginners may use simple words or structures instead of more complex ones they do not know yet. More advanced learners may replace a term with its description or by explaining it in the target language.

Context: *Substitute/Paraphrase* helps at those otherwise awkward moments when students realize they do not know how to say exactly what they would like to say. It can also prove useful when writing as an alternative to constant reference to the dictionary.

Example: A student cannot think of the word *la dinde* (turkey) while he is speaking, so he says in French, “the big bird that Americans eat.”

TASK-BASED STRATEGIES: Use Your Imagination

11. USE IMAGERY

Purpose: Students use or create an image that helps them remember information. It can be as simple as a pencil drawing, or as complex as a “mental movie.” An image also helps students recall vocabulary without translating from their native language. Complex images can help students check their comprehension; if there are inconsistencies, then they may need to review the information.

Context: *Use Imagery* is well suited to any task that involves vivid images or where it is useful to put abstract ideas in concrete form.

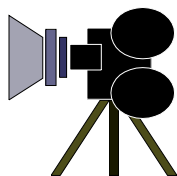
Example: To remember idiomatic expressions, students create funny pictures that illustrate them.



12. USE REAL OBJECTS/ROLE PLAY

Purpose: By acting out a concept with props or role-playing with a partner, or even in their imagination, students can get a better feel for the situational uses of language. Associating words and expressions with an object, a context and an experience helps students recall them - what is more, they have fun!

Context: This strategy can be used with concrete concepts or with abstract concepts to make them more concrete. It can evoke daily situations and show the practical side of language learning.



Example 1: A student has been studying environmental conservation at school and notices that his parents recycle many items, including plastic containers. He explains to his FL teacher how to decide what to recycle by showing her some sample containers that can be recycled.

Example 2: After learning food and restaurant vocabulary, students take turns playing the parts of customer and waiter at a restaurant in the target culture.

TASK-BASED STRATEGIES: Use Your Organizational Skills

13. FIND/APPLY PATTERNS

Purpose: Students either use a rule they already know or create a new rule that helps them learn new information.

Context: *Find/Apply Patterns* is useful in situations where students can generalize about a language structure, procedure or concept.

Example: A student who knows how to conjugate the verb *mettre* in French wants to conjugate *permettre*. Since these verbs have the same ending, she decides that they are conjugated the same way



14. GROUP / CLASSIFY

Purpose: Grouping or classifying items according to their attributes helps students organize their thoughts and/or remember the items.

Context: *Group / Classify* applies any time that a number of items share the same attributes and can be put into meaningful groups. It can serve to organize students' thoughts as they begin a writing or speaking task.

Example: A student has a hard time remembering the names of furniture in Spanish, so she groups them according to where each item belongs in a house.

15. USE GRAPHIC ORGANIZERS/TAKE NOTES

Purpose: By writing down important words, or creating a graphic organizer such as a Venn diagram or a timeline, students can remember key concepts and note their own ideas about information in a lesson alongside its new information

Context: *Use Graphic Organizers/Take Notes* is especially useful on tasks that involve listening since, without notes, students would not be able to keep a record of what they hear. It can also help students while they read and before they write or give an oral presentation.

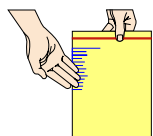
Example 1: After watching a video on the history of Germany, students take time to draw a timeline listing all the events they can remember, including pictures, people, places, and dates they associate with the events.

Example 2: An astronomer from Argentina comes to talk to a class about constellations in the Southern Hemisphere. She describes what types of stars make up the constellations and tells Argentine folktales about them. Students take notes while she speaks so that they can remember the important points after her presentation.



16. SUMMARIZE

Purpose: Making a mental, oral or written summary guarantees that students understand the gist of a task. It not only helps them judge how well they have understood and completed the task, but also helps them learn more from it.



Context: *Summarize* is helpful periodically throughout a task or upon its completion.

Example: When a student listens to a song in the target language, she pauses her CD before each chorus so she can think about and summarize in her head the main point of the stanza she just heard.

17. USE SELECTIVE ATTENTION

Purpose: Concentrating on specific aspects of language or content makes it easier for students to find the information that is important to complete their task. They may concentrate on information they already know in order to understand or communicate better, or they may concentrate on key information such as times and dates.

Context: *Use Selective Attention* proves particularly useful when the task requires students to sift through large quantities of information. It can also help when students need to give or acquire precise details to complete a task.

Example: It is a classic technique for students to underline words they do not know in a text so they can look them up or ask the teacher about them later. For a new twist on this technique, students can underline sentences in challenging documents that they are sure they understand.



TASK-BASED STRATEGIES: Use a Variety of Resources

18. ACCESS INFORMATION SOURCES

Purpose: Using reference materials such as dictionaries, textbooks, periodicals and the Internet, students can solve complex problems and complete difficult tasks independently. Students can look up words or expressions they do not know, as well as find target language cultural information.



Context: *Access Information Sources* is especially handy when crucial information does not make sense to the student. However, it can be helpful any time students encounter questions, large or small, whose answers are found in reference materials.

Example: In a letter to his Russian pen pal, a student wants to mention that his class took a field trip, but he is not sure how to write “class excursion” in Russian. Being at home, he cannot ask his teacher. When he does not find the word in the dictionary, he looks it up online.

19. COOPERATE

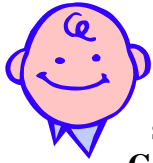
Purpose: By working together, students gain confidence, share their strengths and complete tasks more easily. Most students enjoy the chance to work with a partner or in a group and friendly competition between groups often brings out top-notch work.

Context: *Cooperate* can be used while students work on a specific task or during part of a larger task where students work separately. It allows students to give each other feedback on their individual work and complete new tasks together.

Example: Two students who are lab partners have to write a lab report together for an experiment they’ve just completed. They work together to make an outline of the report, and then each choose sections to write at home that night. Afterwards, they meet to compare their analysis of the data and draw a chart.



20. TALK YOURSELF THROUGH IT



Purpose: Students tell themselves they are doing a good job and that they are capable of completing a task. This self-encouragement helps keep them motivated even when facing obstacles. While they work, students may explain to themselves, silently or out loud, exactly what steps they are taking to achieve their goals.

Context: This strategy can help throughout any tricky or daunting task. It is especially useful on tasks that can be divided into parts tackled one at a time.

Example: When tackling particularly involved math problems, students can slow down and remind themselves to focus on one step at a time. They can also remind themselves that once they learn to work through the really tough problems, they can use the techniques they learn to solve new problems in the future.

Chapter 3: Teaching Learning Strategies in the Learner-Centered Classroom

In this chapter, we demonstrate how you can teach your students to make their learning more efficient and effective by thinking about their learning and how you can use establish a learner-centered classroom.

I. Teaching Students to Think About Their Learning

How Do I Introduce My Students to Strategic Thinking?

It is worth devoting some class time talking to your students about Strategic Thinking. The introduction will allow you to begin the conversation about thinking and learning which will continue throughout the year in the context of your language and content lessons. After this introduction, you should be able to integrate learning strategies instruction seamlessly into your class without switching topics or wasting time.

We suggest that you introduce Strategic Thinking in a concrete manner and that you have a visual aid posted in the classroom to help them remember the concept and the various learning strategies. The language of learning strategies instruction should, of course, be the target language, whenever possible.

As Andrew Cohen (2003) states, “The most efficient way to heighten learner awareness is to provide strategy training—explicit instruction in how to apply language learning strategies—as part of the foreign language curriculum.” Below are suggestions for introducing the concept of Strategic Thinking in your classroom.

Explicit Identification of Learning Strategies

You can help your students to reflect on their learning in two ways: by modeling how you yourself reflect on your own learning and by making them aware of the strategies they use to complete language tasks.

- Teacher Modeling

Here is an example of a teacher modeling her reflections on her own language learning.

TEACHER REFLECTING ON HER LEARNING

I am studying French. I am very frustrated because I cannot understand the radio broadcasts of the news. What can I do to improve my listening? What would help me understand these broadcasts better? I'll use the learning strategy "Using Resources." I know that the radio station has a website. I can go to the website and listen to the news program more than once. I can also find a transcript of the news program on the website. Using these resources will help me to improve my understanding of news programs.

- Teacher Eliciting from Students

Secondary Education language learners are already using strategies to learn language and to learn in other subjects. However, many of them are not conscious of the techniques they are using. By explicitly identifying learning strategies as learners use them, you can empower learners to use these strategies more effectively and in a wider context. Highlighting and presenting learning strategies through students' own work will create an easier segue into introducing new, valuable learning aids.

Exemplifying the strategies learners are already using is enjoyable and inspirational because it illustrates students' abilities in a real context. You can do this by walking the class through an activity such as reading a newspaper story, preparing an oral presentation about an artist, or studying for a test. Ask them questions designed to identify the processes they used to complete the assignment. See an example below.

TEACHER PROMPTING STUDENTS

Teacher: Here is an article I found this morning in the very popular Italian daily newspaper *Il Messaggero*. I would like you to read it. It's a new article that you haven't seen before. What are you going to do first?

Student A: I am going to look at the title and the illustrations to see what it's about.

Teacher: Good! You will be using a very useful learning strategy called *Making Predictions*. What will you do next?

Student B: I'll try to remember if we've ever talked about this subject in class.

Teacher: Yes! You will then be using the strategy *Activating Background Knowledge*. That's a very effective strategy to prepare you for what you will read and it should make the reading easier.

Through reflecting on Strategic Thinking, your students will begin to develop an awareness of how they learn in different contexts and for different tasks. Introducing self-reflection at the beginning of the year establishes a climate that encourages continual

investigation into how they learn. Remember to participate in these reflective activities with your students and to share your own successful (and unsuccessful) learning strategies.

Occasionally you might want to provide your students with a form like the one below to encourage them to reflect on their strategic thinking.

Using Strategic Thinking to Complete a Task

Name _____ **Date** _____

Task _____

Plan

What are some goals I can set before beginning the task?

How can I plan to complete the task (materials, time, etc.)?

Monitor

How can I check my progress?

Manage

What are some possible problems I could face, and how can I solve them?

Evaluate

How can I decide if I have completed the task successfully (i.e. Have I reached my goals)?

Expand

What are some other activities in which we use these four processes?

II. Teaching Strategic Thinking and the Learner-Centered Classroom

When you explicitly teach learning strategies, you share responsibility for the students' learning with the students themselves. The students take on greater responsibility for their own learning and gain greater independence. This is known as the learner-centered approach to instruction. It is characterized by (1) a focus on how students learn, (2) explicit instruction in learning strategies, (3) explicit goal setting by students for themselves, and (4) student self-evaluation.

As teachers, we often focus more on how we *teach* than on how our students *learn*. Learning strategies instruction forces us to examine not just what we do to teach effectively, but what our students do to facilitate their own learning. When we think about curriculum, lesson design, or even how we respond to student questions, learning strategies instruction helps us focus on the **how** of learning rather than the **what**.

Teaching Tip

Encourage students to understand the strategies they already use and to learn to use new ones.

In a classroom that incorporates learning strategies instruction, the teacher and the students attend to the learning process and consider how to improve it. In a learner-centered classroom, both the teacher and the students must share the responsibility of learning. Both must believe that by focusing on learning strategies, learning will be enhanced. Learning strategies instruction requires a learner-centered approach to teaching.

Goal-setting

Giving students the opportunity to set their own personal goals helps them invest in learning and is a step towards creating a learner-centered classroom. Defining and practicing how to set goals will also help students distinguish between long- and short-term goals. Whereas long-term goals provide motivation for learning, short-term goals help us feel a growing sense of accomplishment. One useful activity is to have students brainstorm their personal goals.

Teaching Tip

Ask students to brainstorm their personal goals. Record their goals on poster paper and review them throughout the year.

Purpose of Distinguishing Short- and Long-term Goals

Short-Term Goals: Help us feel a growing sense of accomplishment.

Example: *I want to write an e-mail to my Spanish penpal.*

Long-Term Goals: Provide motivation for learning the language.

Example: *I want to be able to speak Spanish well enough to go to Mexico and make friends there.*

Self-assessment

Tied to setting personal goals is the self-assessment of progress. In traditional classrooms, students expect the teacher to evaluate them. They, therefore, tend to look outside themselves to determine progress. With learning strategies instruction, students begin to take more control of their own learning and, with guidance from the teacher, to assess their own progress. Students can use rubrics and scales representing varying levels of achievement in order to represent their progress graphically. (See the Sample Self-Assessment Rubric below.) Unless they self-assess, learners are often unaware of the strategies they use. Learning strategies questionnaires are self-assessment tools that can help students become aware of their strategy use.

Teaching Tip

Share your learning strategies with your students. Show them how strategies work for you.

Sample Self-assessment: Cooperative Group Work

Name: _____ Date: _____

Activity: _____

How often did you do the following things in your group? Circle the word that best describes your level of participation and cooperation.

1. **I asked questions for information or clarification.**
not at all rarely sometimes often
2. **I offered my opinion.**
not at all rarely sometimes often
3. **I listened to the other group members.**
not at all rarely sometimes often
4. **I commented on the ideas of other group members.**
not at all rarely sometimes often
5. **I encouraged others to participate.**
not at all rarely sometimes often
6. **I fulfilled my role in the group as assigned by the teacher or group.**
not at all rarely sometimes often
7. **What I liked best about working with this group:**
8. **What gave me the most difficulty when working with this group:**

Questionnaires can also help teachers identify the strategies students already use and those which may need to be taught. An excerpt from the NCLRC Learning Strategies Questionnaire is below. You may download a complete copy of the questionnaire in PDF format if you go to the NCLRC website at <http://www.nclrc.org>. Choose Resources and then Download Library. The questionnaire is in English but should, of course, be written in the target language for more advanced learners.

Learning Strategies Questionnaire Excerpt

Directions: Listed below are some things that you might or might not do to help you understand what you are hearing. For each one, circle whether *you* do it Almost Never, Sometimes, or Almost Every Time. Tell what you *really* do, not what you think you should do.

L1. Before you listen in class, do you try to figure out what the person will talk about?

Almost Never

Sometimes

Almost Every Time

L2. When you listen to a story in class, do you imagine pictures in your head or imagine you are part of the story?

Almost Never

Sometimes

Almost Every Time

A learner-centered environment represents the foundation of learning strategies instruction. You and your students will work together to make the **how** of learning as important as the **what**. The following chapter you will offer practical suggestions on how to integrate learning strategies instruction into your language lessons using three lesson-planning categories.

Chapter 4: Integrating Learning Strategies into Your Language Lessons

This chapter will show ways in which you can incorporate learning strategies instruction into lessons that focus on the 5Cs, language skills, and topics. You will find a detailed description of how to plan a learning strategies lesson with a sample activity at the end of the chapter.

Effective strategies instruction is not an “add-on” or a separate content area; rather, strategies instruction is used to support language learning and to accomplish authentic, meaningful language tasks. Although some initial explanations are needed, most strategies instruction should occur while you are working on language tasks.

Lesson materials should represent authentic language tasks. Select material that represents a slight stretch for most of your students. If the task is too easy, students will not need strategies; if it is too difficult, even appropriate strategies may not lead to success. The point is for students to experience the benefits of the strategies; they are not likely to apply strategies unless they believe the strategies help *them*.

Strategies instruction should not stand out as something separate from language learning. Although introducing and defining new strategies is explicit, it is important to “scaffold” instruction by turning the responsibility over to students.

In order to help you plan lessons that include learning strategies instruction, we offer three language-planning categories: the 5 C’s, the language skills, and topics.

1. Learning Strategies Instruction and the 5 C’s

Foreign language teachers are encouraged to focus on the National Standards for Foreign Language Learning, the 5 Cs. These C’s - Communication, Cultures, Connections, Comparisons, and Communities - provide a vision of what students should know and be able to do with the target language. Specifically, students should be able to:

- communicate in languages other than English (**Communication**)
- gain knowledge and understanding of other cultures (**Cultures**)
- connect with other disciplines and acquire information (**Connections**)
- develop insight into the nature of language and culture (**Comparisons**)
- participate in multilingual communities at home and around the world (**Communities**)

Learning strategies can help the students achieve these standards. Below we consider each C and suggest specific strategies that we feel are especially appropriate in helping students master it.




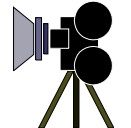
Strategies Especially Relevant To The Five Cs

Most of the learning strategies are appropriate for any of the Five Cs. Some strategies, however, are particularly appropriate for specific Cs. Below we will look at each of the Cs and suggest strategies.

Table 1.
Communication: Interpersonal

The following learning strategies are very useful for any activities that engage the student in conversation in the foreign language. Some of them are also useful for written interpersonal communication such as writing personal letters and emails.

Activities that encourage interpersonal communication include role-plays, group discussions, pair work with questions and answers, pair work where students prepare or create something while discussing in the foreign language, and interviews.

Sample Activity	Strategy	Use of Strategy
Work with a group to create an alphabet book in French.	Substitute/ Paraphrase  Spare Tire	Substitute/paraphrase helps you speak fluently and helps you express yourself. If you don't know a particular vocabulary word in French, then use other words that you do know to express the same idea. If you don't know the French word for "turkey," say "the big bird that Americans eat" in French.
Talk with a partner about things you do at home	Cooperate  Together	Work together to keep the conversation going. When you are trying to think of a word, let your partner suggest vocabulary you can use. If your partner has trouble, help by offering what you know how to say. Helping each other learn will make the process more fun.
Answer questions the teacher asks in the foreign language	Access Information Sources  Read all about it!	Look around you for things that will help – posters, gestures the teacher is making, and cognates. Follow a model that you remember from the foreign language instead of translating from English. Use standard phrases, greetings, hesitation noises, and clarification questions in the foreign language to give yourself time to think of an answer to a question.
Learn how to make requests.	Use Real Objects/ <u>Roleplay</u>  Lights, Camera, Action!	Spend a little time imagining yourself in a situation where you make requests, such as in a Mexican restaurant. Go through the possible conversation in your mind: What will you say? What will the waiter say? What will you reply? Most highly talented language learners do a lot of "play acting" in their minds. It gives you practice and improves your performance.






Sample Activity	Strategy	Use of Strategy
Use new vocabulary related to school subjects to interview a classmate about likes and dislikes.	Transfer/ Use Cognates  telephone/ teléfono/ Telefon/téléfon	Look at the vocabulary list for cognates, words that are similar to the English names of school subjects. Check your understanding of the words with the glossary and ask your classmate about the classes they like or dislike. Notice how the words may have a different stress or pronunciation in the foreign language, so you won't pronounce them the same way as in English.

TABLE 2.
COMMUNICATION: INTERPRETIVE

The following learning strategies are especially useful for any activities that help students understand receptive communication, whether written or aural.

Activities that foster interpretive communication include listening to lectures, viewing films or plays, watching television, listening to songs, and reading literature and periodicals.

Sample Activity	Strategy	Use of Strategy
Read a short passage in your text.	Make Predictions  Crystal Ball	Look at pictures and the title to predict what the passage is about. Think of words you know about that topic. Remember to check your prediction as you read. If your prediction was not accurate, that's fine; it still helps start your learning processes.
Find out who won yesterday's presidential election in Russia.	Use Selective Attention  Look for It	Find an online newspaper in Russian. Read it quickly, looking for headlines with words that you think might relate to the election. When you find such words, read the sentences around them to find the information you need.
Listen to a dialogue about making a date.	Use Background Knowledge  I know	Use what you know about dating to help you understand the dialogue. For example, there are different ways to ask if someone is free on a certain date in English. How do speakers of your foreign language handle the situation? Notice how the speakers make a request and respond to a request for a date.
Listen to a song by a popular singer. Answer questions about the song's message.	Make Inferences  Use Clues	Listen to the song carefully and use the words you know and the music itself to guess the meaning. For example, when the singer says "amor" you can guess she is singing about love. From the music you can guess if she's happy or sad about love.






Sample Activity	Strategy	Use of Strategy
Learn a long list of vocabulary words for a final exam.	Manage Your Own Learning  Pace Yourself	Depending on your own pace and learning style, decide on how to attack this task. If you work well with flash cards, make them for your words and plan a regular time to study them. If you study best by listening, record the words and meanings to listen to over and over on your portable player. Break the list into several smaller lists and schedule time to learn them well in advance of the exam.
Read a travel brochure. Answer questions about the place in the brochure.	Monitor  Check	Begin reading the brochure and stop periodically to see if you are understanding what you are reading. Stop to monitor your progress frequently. If you don't understand, access resources such as the glossary, your notes, or your dictionary.
Listen to sentences and complete a worksheet with the past tense forms of verbs.	Find/Apply Patterns  Sound Out	Think of the patterns you know in English for past tenses. What do you listen for that tells you a sentence will be in the past tense? Notice what you can listen for in the foreign language. Look for patterns that will help you catch the tense of spoken verbs.

TABLE 3.
COMMUNICATION: PRESENTATIONAL

The learning strategies below are particularly useful for any activities that help students with productive communication where there is little or no direct interaction with others.

Activities that encourage presentational communication include oral presentations, poster sessions, TV or radio broadcasts, monologues, essays, short stories, and poems.

Sample Activity	Strategy	Use of Strategy
Write about your dream home	Organize/Plan  Calendar	Don't panic and think the task is overwhelming. Stop to make a list of what you need to do to accomplish your task. For example, what rooms will you describe? Then follow the list carefully, one step at a time. Use spatial order to list the things you want to describe in the home.
Create and perform a skit about ordering in a French restaurant.	Talk Yourself Through It (Self-Talk)  I can do it!	Stop for a moment to encourage yourself. Tell yourself that you can do this assignment because you have good strategies for language learning. You can use cooperating as you work with a classmate to plan the skit. You can use what you know as you remember phrases in French to talk about food, drinks, and money. You can monitor as you practice the skit to check if you can understand the lines you and your classmate write. When problems come up, you can access resources to get the help you need.





Sample Activity	Strategy	Use of Strategy
Tell your class about your family.	Monitor  Check	As you speak, look at your teacher's face and the faces of your classmates to see if you are being understood. If you think there is a problem, try saying it a different way or asking a question.
Give a presentation on a foreign city that particularly interests you.	Make Predictions  Crystal Ball	Before doing any research, make some guesses about what you will learn about lifestyle, shopping, transportation, politics and sports in that city. As you read about the city, check your predictions. Don't worry if they were not accurate. Their effect is to begin the process that will help you take in new information.

TABLE 4.
CULTURE: PRACTICES AND PERSPECTIVES

The learning strategies below are particularly useful for activities that help students understand the relationship between the practices and perspectives of the TL culture.

Activities that encourage this understanding include reading TC periodicals and literature, listening to TC television and radio broadcasts, going to movies, and talking to representatives of the TC.

Sample Activity	Strategy	Use of Strategy
Read a magazine article about Austrian sports and write a summary about what types of sports they play in Austria.	Make Inferences  Use Clues	Use the headline, photo, caption, and key words to infer what the article will focus on. As you read, check to see if what you inferred matches information in the article.
After listening to a dialogue about a wedding in Kuwait, list the practices you learned about and talk about what this tells you Kuwaiti culture.	Use Imagery  Mirror, Mirror	As you listen to the description of the wedding, create an image of the ceremony in your mind.


Sample Activity	Strategy	Use of Strategy
Research a European city and give a talk about what you would do there.	Personalize  Me	Include what you would like and dislike about the city in your discussion. What activities or sights appeal to you personally? Thinking of your personal opinions about the city will help you recall things you plan to say in your talk.

TABLE 5.
CULTURE: PRODUCTS AND PERSPECTIVES

The learning strategies below are particularly useful for activities that help students understand the relationship between the products and perspectives of the TL culture.

Activities that further this understanding include visiting museums, watching documentaries, going to movies, and reading fiction and non-fiction.



Sample Activity	Strategy	Use of Strategy
Write a description of an Italian work of art. Discuss why this painting was influential to Italian culture.	Access Resources  Read all about it!	Search the Web for Italian works of art. Museum websites are frequently valuable sources of information about art.
Read a magazine article about current fashion trends in Paris.	Use Background Knowledge  I know.	Before reading, brainstorm what you already know about fashion and French fashion in particular. For example, what clothing names do you know in French? How about colors? Apply what you know to help you understand the article.

TABLE 6.
CONNECTIONS

The learning strategies below are useful to help students reinforce their knowledge of other disciplines through their knowledge of the target language.

Sample Activity	Strategy	Use of Strategy
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Sample Activity	Strategy	Use of Strategy
Learn about Puerto Rico's geography, climate, foods, and customs	Use Imagery  Mirror, Mirror	Remembering mental images you have of other Caribbean islands can help you to understand the description of Puerto Rico's beaches and tropical fruits. Imagine the kinds of food you know that grow in a warm climate and look in the text for the Spanish names of those foods. Look at the photos in the text as you practice new vocabulary.
Listen to your Art teacher talk about works of Italian art.	Take Notes  Notepad	Take notes in your Art class and try to supplement this information with additional information in an Italian language art book. Or use the Internet to search for Italian-language art and museum sites.
Make a web page in Spanish about healthy living. Recommend what foods to eat and what exercises are best for different types of people.	Use Background Knowledge  I know.	Remember and apply what you learned in Health class about choosing healthy foods and about exercises that reduce stress and give more energy. As you create the web page, use phrases you have already learned in Spanish for suggesting or recommending foods or activities. When you need help with vocabulary related to healthy living, access resources such as Spanish language health websites.
Read in World History class about how European countries established colonies in Africa.	Make inferences  Use clues	Read a work of African literature written in French during colonial times and try to understand how the writer felt about the French colonists. Use clues you get from the writer's language and descriptions of the colonists.
Read a difficult passage in English.	Transfer/Use cognates  telephone/ teléfono/ Telefon/téléfon	Use the strategies you used for reading in a foreign language, such as Make Inferences and Predict, to help you improve reading comprehension in English. This transfer will help you apply the strategies more naturally when you read in your foreign language, too.

TABLE 7.
COMPARISONS

The learning strategies below are particularly appropriate for helping students see language, issues, objects, and other people from a new and different perspective.

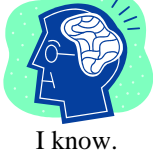









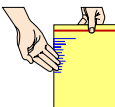
Sample Activity	Strategy	Use of Strategy
Read about how a girl's 15th birthday is celebrated in Latin American culture. Talk with a partner about how a girl's 16th birthday is celebrated in US culture.	Use Background Knowledge 	Use what you know about birthdays in the US and talk to friends about their parties. Compare the celebrations in Latin American culture with those you have experienced.
Prepare for a class discussion comparing the World Cup with the World Series	Access Resources  Read all about it!	Talk with people who know about the sport, read Internet sites about the championship, watch videos of sporting events in the foreign language
Watch a documentary about young people in Asia.	Personalize  Me	As you watch the documentary, try to relate the interests and hobbies of the young people in Asia to your own interests and hobbies and those of your friends. When you discuss the documentary in class, compare your daily life with that of the Asian youth you saw.
Write a report comparing government in the U.S. and another country.	Use Graphic Organizers/ Take Notes  Notepad	Make a chart showing how leaders are chosen in the US and in the foreign country. Note where similar events occur on both charts. Use your chart to help organize your report.

TABLE 8.
COMMUNITIES

The strategies below can be useful in helping students participate in multilingual communities in the US and around the world and they will help them become lifelong learners.

Sample Activity	Strategy	Use of Strategy
Listen to songs of a pop singer. Think of questions to ask the singer about his or her career.	Use Background Knowledge  I know.	Think about what you know about talk shows, interview questions, and pop music to help you understand what's going on. Remember the kinds of questions you have heard interviewers ask singers. Think of the questions you know how to ask in your foreign language as you prepare to do the assignment.
Practice your foreign language outside of class.	Access Information Sources  Read all about it!	This strategy is particularly useful outside the classroom. Do your best to find speakers of the foreign language, and engage them in conversation in the language. Research has shown that the most successful language learners are those who seek out opportunities for practice. Find out if your school has a conversation partners program with participating native speakers of the foreign language.
Write to your pen pal about your typical school day.	Evaluate  I did it!	After writing about your day, read your sentences aloud and listen for parts that sound natural in the foreign language. If any sentences sound strange, check them with the teacher or a classmate.
Make up a weather report for a city in another country.	Access Information Sources  Read all about it!	Look up the weather online and follow the format used to forecast weather in your foreign language to organize your weather report. Get ideas from TV or Internet weather forecasts to help you create graphics to aid in creating your report.
Use Internet resources to plan an imaginary journey in a foreign country.	Make Inferences  Use Clues	Make inferences about life in the country based on what you learn from travel brochures, maps, accommodation ads, travel guides, and exchanging email with people who lived there. Use the clues to plan how you should travel, where you should stay, and what you can expect to see and do.

Sample Activity	Strategy	Use of Strategy
Plan an imaginary four-course meal for a dinner party.	Use Imagery  Mirror, Mirror	Draw and label each course to help you describe the dishes. If you can't draw, cut out pictures from a magazine or find them on the Internet by searching in your foreign language. As you plan each course, say the name of each dish aloud so you can associate the sound with the image.
Subscribe to a listserv to receive emails related to a foreign language.	Summarize  Main Idea	At least once a week, tell a classmate what particular issues are important to that community. Try to use your own words in your foreign language to give the main ideas of the messages you read.

II. Learning Strategies Instruction and the Language Skills

Learning strategies can be very useful when you are focusing your students' attention on one of the language skills (speaking, listening, reading or writing), grammar, or vocabulary.

Here are some examples of how you can integrate specific learning strategies instruction into language-based lessons.

1. Speaking

Two particularly appropriate learning strategies for speaking activities are *Substitute/Paraphrase* and *Use Graphic Organizers*. If, while making an oral presentation in the target language, a student suddenly cannot remember a word, he/she can substitute another word that is similar or paraphrase the concept. When students are preparing oral presentations, they can organize their ideas more effectively by using graphic organizers such as lists, charts, and semantic maps.

2. Writing

The strategies *Substitute/Paraphrase* and *Use Graphic Organizers* are equally relevant to speaking and to writing activities. Another strategy that students can use when working on a writing assignment is *Monitor*. After writing part of an essay, for example, the student can look back over it and consider whether he is making sense or not. He can also ask another student to look it over.

3. Reading

To increase one's understanding of a text, two particularly useful strategies are *Take Notes* and *Summarize*.

4. Listening

Use Background Knowledge and *Make Inferences* are equally useful for reading and listening. When preparing to listen to a lecture, for example, a student will understand it better if she activates her background knowledge, i.e. thinks about what she already knows about the topic.

5. Grammar

When trying to master the grammar of a language, students will find the following strategies useful: *Use Selective Attention*, *Group/Classify*, and *Find/Apply Rules*. Students can focus their attention on all of the past tense verbs in a story if they are trying to learn this tense. They can group together various examples of tenses when the focus is verbs. Finding examples of language rules and applying them cements their grammatical knowledge.

6. Vocabulary Development

Transfer/Use Cognates, *Group/Classify*, and *Use Imagery* are effective strategies when the focus is on vocabulary development.

When students encounter an unfamiliar word, they can consider whether it resembles a word in their native language (e.g. *haus* in German, *house* in English). This strategy is especially useful when students are studying Western languages that have many cognates to English words. Learning vocabulary lists is much easier when the words are grouped into logical categories. *Use Imagery* can help students remember vocabulary items by associating them with an image.

III. Learning Strategies Instruction and Topics

You can also weave learning strategies instruction seamlessly into your presentation of a particular topic or thematic unit. Below you will find a chart that provides examples for four topics: Family, All about Me, Food, and Travel.

Table 9: Topics and Learning Strategies

FAMILY	Useful Learning Strategies
Through the Eyes of Artists: Develop insight into art history and the target culture by analyzing color copies of images of families in Spanish paintings and reading short bios of the artists.	<ul style="list-style-type: none">- Make Inferences- Manage Your Own Learning- Use Background Knowledge
Family Trees: Develop vocabulary about family relationships in Spanish by creating and presenting personal or fictional family trees.	<ul style="list-style-type: none">- Personalize- Use Graphic Organizers- Use Selective Attention
The Faces of Spanish Families: Describe photographs of Hispanic families and make comparisons with U.S. families. Think about how this helps shape societies.	<ul style="list-style-type: none">- Make Predictions- Transfer- Group/Classify- Use Resources
Making it Personal: Show and tell about an artifact that somehow represents your family life. Classmates will ask questions about why this helps define your family identity.	<ul style="list-style-type: none">- Substitute/Paraphrase- Use Real Objects- Use Imagery
ALL ABOUT ME	Useful Learning Strategies
Personal Crest: Draw pictures that represent your likes, dislikes, beliefs, hobbies, and loved ones to design a crest	<ul style="list-style-type: none">- Use Imagery- Substitute/Paraphrase- Monitor

and credo. Explain your crest to a partner and then the class.	
Being a Teen in the New Millennium- U.S. vs. French: Read some short biographies of French teenagers. Describe different aspects of teen life in the U.S. and then compare how this is similar of different in France. Use outside sources to extend your information on French teens.	<ul style="list-style-type: none"> - Organize/Plan - Use Graphic Organizers - Make Predictions - Summarize
My Favorite Subject: Write a short essay describing what you are learning in your favorite subject this year (other than the TL of course).	<ul style="list-style-type: none"> - Role Play - Transfer - Use Selective Attention
What I Would do in Paris: Describe an ideal day visiting Paris. Use a map of the city to help organize your thoughts.	<ul style="list-style-type: none"> - Use Resources - Personalize - Cooperate
FOOD	Useful Learning Strategies
Tiramisu: Learn vocabulary, grammar, and a taste of Italy as your class makes and eats this typical Italian dessert. Retell the process with a partner to practice your new terms and constructions.	<ul style="list-style-type: none"> - Find/Apply Patterns - Use Real Objects - Take Notes
Italian Food in the U.S.: Create and present a poster describing Italian dishes favored by Americans. Discuss how important Italian cuisine is in the U.S.	<ul style="list-style-type: none"> - Use Graphic Organizers - Use Background Knowledge
Making a Menu: Using models of real menus to help you, design a menu for an American restaurant in Rome and an Italian restaurant in your city. What are the similarities and differences?	<ul style="list-style-type: none"> - Use Resources - Manage Your Own Learning - Transfer/Use Cognates - Cooperate
Dinner Out: Write and role-play a scene in an Italian restaurant. Make sure you include: asking for a table, asking questions about and ordering from the menu, and describing what you like and dislike about the different foods.	<ul style="list-style-type: none"> - Role-play - Talk Yourself Through It - Monitor
TRAVEL	Useful Learning Strategies
Transatlantic Travel: Read and compare advertisements for American Airlines and Lufthansa. What are the differences in marketing and images? What does this tell you about the two cultures?	<ul style="list-style-type: none"> - Personalize - Use a Graphic Organizer/Take Notes - Make Inferences - Use Background Knowledge
Virtual Field Trip: Complete a WebQuest that involves an online tour of Austria. Practice speaking by describing your trip to a partner.	<ul style="list-style-type: none"> - Monitor - Use Imagery - Talk Yourself Through It - Cooperate
Come Visit the U.S.: Design a travel brochure about your state for German-speaking teens. Make sure you take their needs and interests into account as you create a marketing strategy.	<ul style="list-style-type: none"> - Organize/Plan - Evaluate - Use Background Knowledge - Summarize
My Dream Vacation- In a German-Speaking Country: Think about your favorite type of vacation and then research where you could find that in a German-	<ul style="list-style-type: none"> - Manage Your Own Learning - Use Resources - Make Predictions - Use Imagery

IV. How Do I Write a Learning Strategies Lesson?

We will walk you step-by-step through the process with an example. The purpose of teaching learning strategies is to help students learn the content of the lesson.

Intermediate Spanish –Writing an Autobiography

- **Identify activity objective (s):** Students will be able to write two pages in Spanish describing the basic events in their lives.
- **Choose a learning strategy that will help them meet this objective:** Organize/Plan

To teach the students how to write their autobiographies and introduce the learning strategy Organize/Plan to help them accomplish this objective, you can use the following sequence:

1. **Preparation: Activate the students’ background knowledge about the topic and the strategy.** Ask students to describe themselves and list important events of their lives. Tell them a little about yourself to model the sort of information you are looking for. In pairs, have them share their life stories, and be sure to discuss what happened in which order. As you debrief in a class discussion, elicit that it is important to organize this kind of a story in order of earliest to most recent events.
2. **Presentation: Introduce the content of the lesson and the strategy that will help the students learn the content and/or carry out a task. (Remember this has several stages).** Tell the students you are going to ask them to write their autobiographies. Explain what an “autobiography” is and describe the elements of the task. You might want to include reading an autobiography or watching an autobiographical film. Then tell the students that there are strategies that can help them write their autobiographies and present the strategy. The presentation of the strategy should take a minimum of time and should always be integrated into the task and the content objectives. (This lesson plan will focus on describing teaching the strategy. During an actual lesson you focus on the content and seamlessly slip in the explicit instruction in using learning strategies and reflection on their usefulness).
 - a. **Name the strategy:** Once it is understood that it is important to organize the information, tell the students that you are teaching them a learning strategy and name it – “Organize/Plan” (in the target language) or devise a different name appropriate for your students. Keep a chart or poster on the wall to remind students of the strategy names. You can refer to this in later lessons.
 - b. **Explain how and when to use the strategy:** “You can use Organize/Plan to help you organize stories or anything else with a lot of parts that need to be in order.”
 - c. **Model the strategy:** Retell some main events in your life and write them down in order on the board. Tell the students you are using Organize/Plan to organize your autobiography.

- In Chapter 5 you will find 20 activities that you can use in your classroom. Each activity focuses on one learning strategy and involves the teaching of at least one of the C's and one language skill. Some of the activities can also be used for teaching additional learning strategies. Most of the activities can be adapted for use in any foreign language classroom at any level of proficiency for grades 6th through 12th grade.

Chapter Five: Activities for the Classroom

This chapter presents a variety of suggested activities that teachers can use to integrate learning strategies instruction into a lesson designed to meet one or more of the Standards for Foreign Language Learning (i.e. the Five C's.).

The activities are organized according to the learning strategy focus, following the order presented in the Learning Strategies List in Chapter 2. There is one activity for each learning strategy. Many of the activities address more than one of the Five C's. The majority are appropriate for use in any foreign language classroom.

In addition to identifying the learning strategy focus and the C's addressed, each activity indicates the appropriate target language(s), proficiency level, the objectives, and the language focus. The activity is briefly summarized and then explained in detail including the materials needed and the procedures to follow. Each activity was developed based on the template provided on the following page.

Template for Creating Model Activities

LEARNING STRATEGY OR STRATEGIES:

STANDARD(S):

TITLE OF ACTIVITY

Language:

Proficiency Level:

Brief description of the activity:

Objectives:

Materials:

Procedures

- (1) Link the learning strategy to the activity
- (2) Introduce and model the learning strategy
- (3) Practice

Expansion:

Adaptation:

Teacher Resources (to help teacher enhance activity):

Below you will find two tables listing the activities. Table 10 lists the activity title and the learning strategy focus. Table 11 is an index of the activities including the activity title, the learning strategy focus, the Five C's addressed, the language focus, related topics, and the target language(s) sample.

TABLE 10.
CLASSROOM ACTIVITIES WITH LEARNING STRATEGY FOCUS

ACTIVITY TITLE	LEARNING STRATEGY FOCUS
1. Creating a Poster of a Famous Person	<i>Organize/Plan</i>
2. Animal Vocabulary Cards	<i>Manage Your Own Learning</i>
3. Understanding a Literary Work	<i>Monitor</i>
4. Countries of the World	<i>Evaluate</i>
5. History in Art	<i>Use Background Knowledge</i>
6. One Big (or Small) Happy Family	<i>Make Inferences</i>
7. Judging Books by their Covers	<i>Make Predictions</i>
8. Olive Oil in the Mediterranean Diet	<i>Personalize</i>
9. Reading the French Newspaper <i>Le Figaro</i>	<i>Transfer/Use Cognates</i>
10. Rooms of the House	<i>Substitute/Paraphrase</i>
11. Leisure Time Activities	<i>Use Imagery</i>
12. A Colombian Artifact: The Bolillo	<i>Use Real Objects/Role Play</i>
13. Ads in Popular French Magazines	<i>Find/Apply Patterns</i>
14. Meals in Mexico	<i>Group/Classify</i>
15. Creating Family Trees	<i>Use Graphic Organizers/ Take Notes</i>
16. Headline News from Egypt	<i>Summarize</i>
17. Search for the Past: Reading Short Stories	<i>Use Selective Attention</i>
18. Art on the Web	<i>Access Information Sources</i>
19. Spanish Poetry: Reading Aloud for Meaning	<i>Cooperate</i>
20. Exports and Imports of Brazil	<i>Talk Yourself Through It</i>

Table 11.
Index of Activities with Learning Strategy Focus, C Target,
Language Focus, Topics, Sample Languages

Legend: S=Speaking, L=Listening, R=Reading, W=Writing, Gr=Grammar, Voc=Vocabulary

Activity Title	Learning Strategy Focus	Five Cs	Lang Focus	Related Topics	Sample Language, If any
1. Creating a Poster of a Famous Person	Organize/Plan	1.1, 3.1, 5.1	W	History	
2. Animal Vocabulary Cards	Manage Your Own Learning	1.1, 1.2	R, Voc	Animals	
3. Understanding a Literary Work	Monitor	1.2, 2.1, 3.2	R	Literature	Spanish, French, German, Italian, Russian, Korean, Chinese
4. Countries of the World	Evaluate	1.1, 1.2, 3.1	R, Gr, L, Voc	Geography	French, Spanish, Arabic
5. History in Art	Use Background Knowledge	1.1, 3.2	S, L	Art and History	French, Italian, Spanish, Russian, Korean, Chinese
6. Family Structure and Relationships	Make Inferences	2.1, 2.2	S, L	Family	
7. Judging Books by their Covers	Make Predictions	1.1	S, L	Literature	
8. Olive Oil in the Mediterranean Diet	Personalize	1.1, 1.2, 2.2, 4.2	R, S	Food	Italian, Portuguese, Spanish
9. Reading the French Newspaper <i>Le Figaro</i>	Transfer/Use Cognates	1.1, 1.2, 2.1, 4.1	R	Current Events	French

10. Rooms of the House	Substitute/Paraphrase	1.3, 4.1	Voc, S	Rooms of the House	German
11. Leisure Time Activities	Use Imagery	1.2, 3.2	Voc, S, L	Leisure Time	Italian, Korean, Chinese, Russian
12. A Colombian Artifact: El Bolillo	Use Real Objects/Role Play	2.2, 4.2	S, L, Voc	Food	Spanish
13. Ads in Popular French Magazines	Find/Apply Patterns	1.1, 4.1	Gr, R	Popular Culture	French
14. Meals in Mexico	Group/Classify	2.1, 2.2, 3.1, 3.2	S, Voc	Food	Spanish
15. Creating Family Trees	Use Graphic Organizers/Take Notes	1.3	S, L	Family	German
16. Headline News from Egypt	Summarize	1.2, 1.3, 3.2	R, W	Current Events	Arabic
17. Search for the Past: Reading Short Stories	Use Selective Attention	1.1, 1.2, 2.2, 3.2	R, Gr	Literature	Spanish, French, German, Italian
18. Art on the Web	Access Information Sources	1.2, 2.2, 5.2	R	Art	Italian
19. Spanish Poetry: Reading Aloud for Meaning	Cooperate	1.1, 1.2	R	Poetry	Spanish
20. Exports and Imports of Brazil	Talk Yourself Through It	1.2, 2.2, 3.2	R, W	Economics	Portuguese

Each activity incorporates the instruction of at least one learning strategy and meets at least one of the five Cs. Each activity was originally designed for a specific language but all of them can be adapted for use in any foreign language classroom.

LEARNING STRATEGY: Organize/Plan
STANDARDS: Communication 1.1, 1.2, 1.3; Connections 3.1,
Communities 5.1

1. Creating a Poster of a Famous Person

Language: Any language

Proficiency Level: Intermediate - Advanced

Brief description of the activity: Students will create a poster about a famous person in the target culture and make an oral presentation to explain it to their classmates. Before beginning this task, they will make a detailed plan of how they will go about accomplishing this project.

Objectives:

- (1) Students will be able to discuss a famous person in the target culture.
- (2) Students will be able to set short- and long-term language learning goals and specify actions or steps that will help them accomplish these goals.
- (3) Students will be able to prioritize learning goals.

Language focus: Reading, Writing, Speaking

Materials: A blank project plan worksheet designed by the teacher for the students to fill out. (This plan should elicit the goals the student wants to accomplish, why they are important, the steps to accomplish them, external and internal blocks to accomplishing them, what student can do to lessen these blocks, and where to go for help.)

Procedures:

(1) Introduce the content

Tell students that they are going to create and present a poster about a famous target culture figure. In pairs, have learners brainstorm all of the famous people they can come up with from the target culture(s). Show learners a poster you have created about a famous person in the target culture and make a brief oral presentation to explain it. For example, you can use the children's book about Frida Kahlo, the Mexican artist, to find simple drawings and phrases in Spanish about her.

(2) Introduce and model the learning strategy

Explain how you made a detailed plan of how to go about accomplishing this project. For example, I tackle hard tasks by breaking it down into smaller steps and give myself short- and long-term deadlines to meet. Tell students that setting goals helps us to know where we are, prioritize, plan, and make progress and show students your project outline. Tell them that having a project plan helps us to be more realistic and productive.

<p style="text-align: right;">Name: _____</p> <p style="text-align: center;">Project Plan: Famous Person Poster</p>	
Goals:	<p>Short term: (what you will do to get started on this project)</p> <p>Long term: (what you will have learned when the project is almost done, or at the end of the project)</p>
Blocks (potential problems)	<p>Within me: <i>(for example, words I don't know in my foreign language)</i></p> <p>Outside of me: <i>(for example, getting the supplies I need like markers and posterboard)</i></p>
Help desk	<p>Who/What can help me with the blocks:</p>
Evaluation:	<p>After sharing the poster, I feel that I</p> <p><input type="checkbox"/> met my short-term goals</p> <p><input type="checkbox"/> met my long-term goals</p> <p><input type="checkbox"/> got the help I needed from _____</p> <p><input type="checkbox"/> am happy with the product (my poster)</p>

Explain how making a long-term plan with specific goals can help learners use their time in and outside the classroom effectively while staying focused on the progress they are making instead of how much is left to learn.

(3) Practice

Have students create a project plan outline and then follow it as they make and present the posters. In a class discussion, have learners share how planning helped them complete the activity better.

Expansion:

- (1) Decorate the walls with students' work. Then invite another (same level or more advanced) language class in for a "poster session" exhibit in which learners present their work to other students as they wander around.
- (2) Have students create plans for projects in different subject areas (history, social studies, math). They would write them in the target language, of course.

Teacher Resources (to help teacher enhance activity): Give learners concrete ideas for searching the Web for relevant materials and images. For example, explain that one can do an "advanced search" on Google and choose a language in which web pages are

searched. Provide an outline template (based on what you had created for your model poster) to scaffold the activity.

Template for Poster

Name of person

When they lived/died

Where they were born

Where they lived and worked

Why they are famous

Your own answer to this question: Do you admire this person? Why or why not?

Include as many images as you can along with the words you write on the poster.

Find images online or copy them from books.

2. ANIMAL VOCABULARY CARDS

Language: Any language

Proficiency Level: Beginner

Brief description of the activity: Students will read a passage in the target language about animals. If they encounter an unfamiliar word for an animal, they will write a card for that word, including the word and the context. After they finish reading, they will find the meanings of the words by discussing them with classmates, looking in a dictionary, or using another appropriate source.

Objectives:

- (1) Students will be able to identify animal names in the target language.
- (2) Students will develop reading skills.
- (3) Students will be able to manage their learning by solving problems they encounter while learning on their own.
- (4) Students will be able to develop a system that works for them to learn new words they encounter.

Language focus: Reading, Vocabulary

Materials: a short reading about animals, blank cards

Procedures:

(1) Introduce the content

Explain that in this activity, students will practice a system that may help them understand more and remember more terms when they read. Everyone will read the same passage individually. Any word related to animals that the students do not understand, they are to write on a blank card, including the sentence or phrase surrounding the word.

(2) Introduce and model the learning strategy

Give an example of how you approach a reading passage in a foreign language. For example, you might prefer to choose a quiet place where there are no distractions and perhaps you take notes while reading, underline unfamiliar words or write them on cards, or try to make mental pictures of descriptions. Explain that you are managing your learning by figuring out how you learn best.

Explain to the students that reading and understanding a passage in a foreign language may seem difficult at first. However, if students take time to think about how they will approach the assignment and how they can use the strategies that work best for them,

they can often solve problems before they develop. This is an example of “Managing your own learning.”

(3) Practice

Have learners read the text and define new terms by working with classmates to discuss the words, checking a dictionary (print or online), or making a guess from the context. Students should then reread the passage and make sure their definitions make sense. After they read, ask students which method they prefer for figuring out the meanings of the unfamiliar words.

Expansion:

- (1) Students use cognates to help them complete another reading passage containing a similar set of vocabulary in the target language, such as food names, or names of common flowers. Similar techniques, such as using cognates, the context, and a dictionary may be used to find the new word meanings.
- (2) Ask students to use cognates to help them understand a listening passage.

Teacher Resources (to help teacher enhance activity): You can find colorful pictures of animals in magazines and on the Web to show the class. A fun site is this one, which lists the sounds of animals as they are expressed in different languages: <http://www.georgetown.edu/faculty/ballc/animals/>

LEARNING STRATEGY: Monitor

STANDARDS: Communication 1.2, Cultures 2.1, Connections 3.2

3. UNDERSTANDING A LITERARY WORK

Language: Any language

Examples in Spanish, French, German, Russian, Italian, Chinese, and Korean

Proficiency Level: Advanced

Brief description of the activity: Students will read a passage from a classic text and improve their ability to monitor their work in progress.

Objectives:

- (1) Students will become acquainted with an influential literary work in the target language
- (2) Students will develop skills necessary to read and appreciate complex materials in the target language.
- (3) Students will be able to make inferences about the target culture through exploration of an original literary work.
- (4) Students will be able to monitor their progress during a language learning task.

Language focus: Reading

Materials:

Spanish: *El Cid* or another literary piece in Spanish; Spanish dictionary

French: Camus' *L'Etranger* or another literary piece in French; French dictionary

German: Goethe's *Der Erlkönig* or another literary piece in German; German dictionary

Italian: Ariosto's *Orlando Furioso* or another literary piece in Italian; Italian dictionary

Russian: Anton Chekhov's *Дама с собачкой* or another literary piece in Russian; Russian dictionary

Chinese: Bai Jin's *The Trilogy of Turbulent Stream: Family, Spring, Autumn* or another literary piece in Chinese; Chinese dictionary

Korean: Hwang Sun-won's *Sonagi* or another literary piece in Korean; a Korean dictionary

Procedures

(1) Introduce the content

After providing some background information about *El Cid*, explain that students are going to read excerpts from this literary work and summarize what they've read in their

own words. In groups of three or four, have learners brainstorm everything they know about *El Cid* (or your target language literary text).

(2) Introduce and model the learning strategy

Take a passage from *El Cid* and model the learning strategy *monitor* by reading aloud and then briefly summarizing or rephrasing what you have just read and asking yourself if it makes sense. Describe how important it is for language learners to monitor their progress. For example, when they are reading, they should stop occasionally to check to see if they understand what they are reading.

(3) Practice

Have students read excerpts from the literary work and stop occasionally to ask themselves if they understand what they are reading. Have them check their comprehension with a partner.

Expansion:

- (1) In pairs, have learners retell the passage in their own words. Listen carefully to make sure they have understood the gist.
- (2) Review the learning strategy when reading excerpts from other texts.
- (3) As a class, brainstorm ways that learners can use the strategy *monitor* to help them complete other learning activities (both language and other content areas). For example, how would the strategy apply to listening in the target language?

Teacher Resources (to help teacher enhance activity): Relevant information about the literary work in the target language can probably be found on the Web. This material will be suitable for the teacher and perhaps for the students as well. The teacher can summarize the material or make it available directly to the students.

Adapted from an activity submitted by Sabrina Keenan, Montgomery County Public Schools.

4. COUNTRIES OF THE WORLD

Language: Any language

Proficiency Level: Beginning, Intermediate

Brief description of the activity: Show students a map of the world and introduce the countries' names. Then show students an individual picture of selected countries and give a short talk on each. Students create a vocabulary list and then label an empty map with the countries and a short description of each one based on what they learned.

Objectives:

- (1) Students will be able to name and describe world nations in the target language.
- (2) Students will be able to identify the gender of country names (if necessary).
- (3) Students will be able to assess how well they have accomplished a task in order to make improvements for the future.

Language focus: Listening, Reading, Vocabulary, Grammar

Materials: a large world map, individual pictures of selected countries; index cards, each with a country's name on it; fly swatters

Procedures

(1)Introduce the content

Explain to the students that they are going to create their own vocabulary list based on today's presentation. Introduce the names of the countries you have selected, have students repeat the vocabulary words as you point to the country on the world map. (Arabic, French, and Spanish teachers might begin by limiting their talk to Arabic, French, and Spanish-speaking countries, respectively.) Show the students a symbolic picture for each selected country (e.g. a pyramid for Egypt, the Eiffel Tower for France, a bull fight for Spain). Then say something about the picture and emphasize the name of the country.

(2)Introduce and model the learning strategy

Place the pictures on the board. Model the strategy *evaluate* by testing your knowledge of the names of the countries. With the help of the students, match the pictures with the vocabulary cards with the names of the countries and then place each word under its picture.

Check your work to make sure you have the correct answers. Explain that you always evaluate your work before handing it in. Explain that evaluating your work is also helpful for doing a better job on future tasks.

(3) Practice

Using their vocabulary list, have learners label an empty map with the countries and a short description of each one based on what they learned. Have them check their work in several ways. For example, have them read over their work once, refer to an atlas or confer with a classmate to make sure they have the answers.

Expansion:

- (1) As a warm-up the next day, ask students to write five sentences with one vocabulary word in each sentence, one sentence on each index card. The teacher collects the cards and leads the class in the same game as above, but with a variation. The teacher reads the sentences on the cards, omitting the vocabulary words. Students have to guess the missing word.
- (2) Provide learners with some ideas for self-evaluation such as editing, rereading and comparing your outline to your finished product. Encourage them to do this on a variety of upcoming tasks. Remind learners to always evaluate their own work before turning it in.

Teacher Resources (to help teacher enhance activity): The teacher can find appropriate illustrations in the Microsoft Gallery and ClipArt.

Adapted from an activity submitted by Françoise Vandenplas, Montgomery County Public Schools.

LEARNING STRATEGY: Use Background Knowledge
STANDARDS: Communication 1.1, Culture 2.2, Connections 3.2

5. HISTORY IN ART

Language: Any language

Examples in Chinese, French, Italian, Korean, Russian, Spanish

Proficiency Level: Intermediate, Advanced

Brief Description of the Activity: Students will analyze three paintings by a target culture artist that depict important events in the history of the target culture. They will write and present a short description of the event depicted in one painting and its historical significance to the target culture.

Objectives:

- (1) Students will be able to interpret important events in the history of the TC based on artistic representations.
- (2) Students will be able to activate prior knowledge of target culture history to help them understand historical works of art.
- (3) Students will develop presentational communication skills.
- (4) Students will be able to use what they already know to help them learn new information more quickly and effectively.

Language focus: Speaking, Writing

Materials: Pictures of paintings of important historical events

Examples of paintings that could be used for the modeling of the learning strategy:

- For a Chinese class: 康熙南巡圖 (*The K'ang-hsi Emperor's Second Tour of the South*) by Wang Hui
(http://iws.ccccd.edu/Andrade/WorldLitI2332/noneuro/GRP9_10.jpg)
- For a French class: “Portrait of Louis XIV” by Hyacinthe Rigaud)
- For an Italian class: “The Battle of San Romano” by Paolo Uccello
(URL: <http://www.uffizi.firenze.it/Dipinti/uccelbattE7.html>)
- For a Korean class: “1446 Proclamation of the Korean Alphabet”)
- For a Russian class: «Иван Грозный и сын его Иван» (*Ivan the Terrible and his son Ivan*) by Ilva Repin

(http://www.rollins.edu/Foreign_Lang/Russian/repin2.jpg)

- For a Spanish class: “Guernica” by Pablo Picasso
(<http://www.pbs.org/treasuresoftheworld/guernica/gmain.html>)

Procedures:

(1) Introduce the content

Tell learners that they are going to analyze three paintings that depict an important event in the target culture history and write and present a short description of the event shown in one painting and its historical significance to the target culture.

(2) Introduce and model the learning strategy

Shows the students a well-known painting that depicts a famous event in the target culture. Ask yourself questions about the painting such as “What is the historical event depicted in this painting?” “What do I know about this event that helps me understand what the artist is trying to convey in his/her painting?” Tell students to look at art not only from an artistic perspective but also from an historical one. Not all paintings will have explicit historical themes but all relate in some way to the history of the culture.

Explain that *Use Background Knowledge* means to think about and use what you already know to help you do a task and to make associations. When studying works of art that refer to historical events, students’ knowledge of history can help them learn the new material.

(3) Practice

Show color OH slides of three new images and, in small groups, ask students to identify the historical events and to try to explain what the artist was trying to convey in the painting. Have learners write and present a short description of the event depicted in one painting and its historical significance to the target culture. Ask them how using their background knowledge helped them complete the task.

Expansion:

- (1) Follow up with a change in genre by choosing two or three poems that reflect historic events. Students identify the event and interpret the poem in the light of the historic background they are already familiar with.
- (2) Have learners *use background knowledge* to complete another language learning task.
- (3) In pairs, students make a list of ways they can *use background knowledge* to complete tasks in Social Studies, Math, Science, Language Arts, Music and Art.

Teacher Resources (to help the teacher enhance the activity): Teachers can find pictures of paintings on the Web and print them out for class use.

6. ONE BIG (OR SMALL) HAPPY FAMILY

Language: Any language

Proficiency Level: Intermediate

Brief description of the activity: Students describe a set of pictures of a family (or families) in the target culture engaged in activities. Then they make inferences about family life in the country, based on the pictures.

Objectives:

- (1) Students will explore the role and structure of the family in the target culture and the relationships among family members.
- (2) Students will develop oral communication.
- (3) Students will review vocabulary about family.
- (4) Students will be able to think about what they see and to draw conclusions on their own without being dependent on their teacher and others.

Language focus: Speaking, Listening

Materials: Pictures of families in the target culture

Procedures:

(1) Introduce the content

Hold up a picture of a family in the target culture. In pairs, the students describe what they see in the picture (encourage learners to use the vocabulary they learned about family and relationships earlier this year).

(2) Introduce and model the learning strategy

Show another picture of a family and make an inference about the culture of the people in the picture. For example,

“This looks like a family. I see several generations – young children, parents, grandparents. I can infer that family is important, that extended families enjoy spending time together. Everyone is wearing colorful clothes. I can infer that people in this culture like to wear brightly-colored clothes. It is night and I see children playing. I can infer that children stay up late in this culture.”

Explain that we can *Make Inferences* to help us understand better. In this case we are

making inferences about culture. We can also make inferences about a reading or listening based on images, titles or headlines and key words.

NOTE: Inferences, both yours and those of the students, might or might not be true. Make it clear that it is easy to fall into the trap of making inferences that perpetuate stereotypes. The inferences need to be verified by further investigation and a deeper understanding of the target culture, which is among the goals of foreign language learning.

(3) Practice

Show the remaining pictures of target culture families. In pairs, have the learners describe and discuss what they see in each picture. Then, as a class, go through each picture again and invite students to make their own inferences about the target culture.

Expansion:

- (1)** Have the learners write descriptive captions for each of the pictures.
- (2)** Learners bring in pictures of their own families (or famous American families) and describe them for the class.
- (3)** Encourage students to make inferences about the culture in many ways, for example, by reading a newspaper in the target language, listening to local TV news, or listening to a dialogue between two native speakers about a sports event.

Teacher Resources (to help teacher enhance activity): Invite native speakers of the language to come to class and talk about cultural subjects.

7. JUDGING BOOKS BY THEIR COVERS

Language: Any language

Proficiency Level: Intermediate

Brief description of the activity: Learners will make predictions about the content of an article before reading it in order to focus their learning. Then they will summarize the content in their own words.

Objectives:

- (1) Students will be able to predict content from a variety of clues to aid reading comprehension of an article.
- (2) Students will be able to use cues to make predictions and activate background knowledge.
- (3) Students will learn about a topic in the foreign language.

Language Focus: Reading Comprehension

Materials: Several articles with titles and pictures that suggest the content.

Procedures:

(1) Introduce the content

Tell learners that they are going to read a short article to learn about the topic in the target language. Hand out the article and ask learners to discuss in pairs what they know about the topic of the article.

(2) Introduce and model the learning strategy

Show learners prediction cues such as the title and picture of an article that they have read previously. Have them describe the cues a class discussion. Then model the activity by making a few predictions based on the cover. Since predictions are not always right, you may want to predict some things that will not occur in the text. As a class, compare your predictions with the actual story.

Explain that most of the time students can tell a lot about a story, or article they are going to read by looking at the pictures, covers, drawings, graphs, or other visual elements before they begin reading.

(3) Practice

Hand out a new article and ask learners to make predictions about the article based on the titles and any pictures or illustrations. As they read the article, encourage them to check whether their predictions were right. Although it does not matter whether or not all of the

predictions were accurate, it is important that learners check their predictions after reading. Ask them if making predictions helped their comprehension. In pairs, have learners draw a simple image of what they read and use it to help them retell the story or article in their own words.

Expansion:

- (1) Have readers find another target language article on the same topic on the Internet.
- (2) Have learners brainstorm a variety of reading situations such as a novel for pleasure, a social studies chapter, a science experiment, an article from their favorite magazine etc. Tell them that making predictions can make reading easier and more enjoyable in all of these situations.
- (3) Review this strategy with another reading assignment and then try it with a listening exercise.

Teacher Resources (to help teacher enhance activity): Take your class to the library for this activity if the number of books in the classroom is limited. Or use online news sites in the target language, such as:

French: <http://french.about.com/od/news/>
German: <http://german.about.com/od/germannewspapers/>
Italian: <http://italian.about.com/od/newsstand/>
Japanese: Newsweek Japan online <http://www.nwj.ne.jp/>
Yomiuri Online: <http://www.yomiuri.co.jp/>
Spanish: <http://spanish.about.com/od/onlinenewssources/>

LEARNING STRATEGY: Personalize
STANDARDS: Communication 1.1, 1.2;
Cultures 2.2; Comparisons 4.2

8. OLIVE OIL IN THE MEDITERRANEAN DIET

Language: Any language
Examples in Spanish, Italian, Portuguese

Proficiency Level: Advanced

Brief description of the activity: Students will fill in the blanks of two recipes – target culture and American - as the teacher presents the recipes. The class will discuss the use of olive oil in the diet in the target culture (Spain, Italy, Portugal, or Greece), and compare and contrast it with the use of olive oil in the U.S.

Objectives:

- (1) Students will explore cultural differences regarding target culture culinary practices.
- (2) Students will develop oral communication skills.
- (3) Students will be able to relate new information to their own ideas, knowledge and experiences in order to understand and remember it better.

Language focus: Listening and speaking

Materials: Copies of a recipe in Spanish, Italian, Portuguese, or Greek that calls for olive oil; copies of a recipe in English that calls for butter or margarine; pictures of olive groves

Procedures:

(1) Introduce the content

Tell students that they are going to help you complete two recipes by filling in the blanks as you talk. Ask the students why they think the people in the target culture use olive oil while Americans more frequently use butter or margarine. Show them pictures of olive groves in the country. Ask them how often they see olive groves in the U.S.

(2) Introduce and model the learning strategy

Explain that comparing traditions in another culture to your own can help you identify with and remember the new traditions more easily. Tell them that this is one way to use the learning strategy *Personalize*. Personalizing can help us understand and process new information.

Give your students an example of the learning strategy *Personalize* by making personal associations regarding each recipe and then olive oil. For example, I am from an Italian

American family, so I have always used olive oil in my food. This pasta recipe has a special meaning for me because it was my mom's specialty. We only cooked with butter in the wintertime in my family.

(3) Practice

Give each student a copy of a Spanish, Italian, Portuguese, or Greek recipe with key words left blank. Have them complete the activity as you act out your food preparation. Go through the motions of preparing the dish, using pictures or actual ingredients. (Try to have a real bottle of olive oil from the target culture.) Emphasize the use of olive oil. Then go through the motions of preparing a similar dish that is popular in the U.S. Emphasize the use of butter or margarine.

Explain that what people eat varies from culture to culture. Learning about foods in another culture gives flavor to language study. Ask learners how personalizing the new information helped them learn about the target language in the recipe and the target culture.

Expansion:

- (1) Students find additional recipes from target language-speaking countries that use other ingredients that are not common in most American recipes.
- (2) Students practice personalizing new information to complete another language learning activity. Have them talk about how the learning strategy *personalize* could help them with social studies or language arts.

Teacher Resources (to help teacher enhance activity):

Illustrations of olive trees

Physical map of Spain, Italy, Portugal, or Greece

Olives

Chart showing uses of olive oil, compared to butter and margarine

Pictures of bottles of different types of olive oils or real bottles of olive oil

Online recipes in English using olive oil: <http://www.oliveoilsource.com/recipes.htm>

Portugal's Olive Oil association website (in English or Portuguese):

<http://www.casadoazeite.pt/>

French olive oil Site: <http://www.info-huiledolive.net/>

Spanish site about olive oil: <http://www.cerespain.com/aceite.html>

Adapted from an activity submitted by Marisel Pérez-Castellanos, Arlington County Public Schools.

LEARNING STRATEGY: Transfer/Use Cognates

STANDARDS: Communication 1.1, 1.2; Cultures, 2.1; Comparisons 4.1

9. READING THE FRENCH NEWSPAPER *LE FIGARO*

Language: Any language that has many English cognates, e.g. Spanish, Italian, Portuguese, German
Example: French

Proficiency Level: Intermediate, Advanced

Brief description of the activity: Students guess the meanings of many unfamiliar French words because of their similarity to English words. As a class, students will read an article from *Le Figaro* or another French-language newspaper with cognates underlined to guess the meanings. Then they will work on another article individually.

Objectives:

- (1) Students will explore target culture perspectives.
- (2) Students will develop reading comprehension skills
- (3) Students will develop vocabulary
- (4) Students will be able to use their knowledge of their first language (or other languages they speak) to guess the meaning of new words.

Language focus: Reading

Materials: Copies of an article from *Le Figaro* or another French-language newspaper for each student; a variety of French-language newspapers (one for each student or one for each pair of students)

Procedures:

(1) Introduce the content

Present the first article to students and explain that you have underlined words that students may not have learned directly, but that are similar to words in English. (see example below).

Liberia : les soldats français évacuent les étrangers de Monrovia
Supervisée depuis Paris par l'état-major des armées, l'opération avait été baptisée «Providence». Elle a consisté, hier, à évacuer dans la journée d'hier 350 ressortissants français et étranger de Monrovia, alors que de violents combats se poursuivaient dans la capitale libérienne. [from *Le Figaro*, June 10, 2003]

(2) Introduce the strategy

Explain that there are many terms in French that resemble words with the same or similar meaning in English. These words are often easy to recognize in written form, and

guessing the meaning of such words based on the English words they resemble can help students to understand a piece of writing in French. These words are called cognates.

Go through the first article with the students; define the first few words yourself. Then ask them to guess the meaning of the underlined words and suggest English words and their meanings that helped them make those guesses. Create a vocabulary sheet based on the cognates they learned. After reading, discuss how this article provides the French perspective on the issue or topic they read about.

(2) Practice

Hand out various other newspapers or articles to students or student pairs, and ask them to read and underline the words that they could define based on similarity to English words. Ask learners how they could use cognates to help them in other language learning areas.

Expansion:

- (1) Supplement classroom texts with assignments using other newspaper or magazine articles of interest to students.
- (2) Have learners use cognates to help them understand new terms in a listening assignment.
- (3) Create a fun lesson of false cognates (words that look or sound the same but actually have different meanings), to make sure learners do not become dependent on language transfer.

Teacher Resources (to help teacher enhance activity): Many foreign-language newspapers and magazines can be found on the Web:

Le figaro is at: <http://www.lefigaro.fr/>

Spanish online news sources are described here:

http://spanish.about.com/cs/onlinenews/a/online_news.htm

Agencia Efe is European news in Spanish: <http://www.efe.es/>

The Nuevo Herald is the Miami Herald in Spanish: <http://www.miami.com/mld/elNuevo/>

This resource has a large selection of newspapers in German:

<http://www.onlinenewspapers.com/germany.htm>

LEARNING STRATEGY: Substitute/Paraphrase STANDARDS: Communication 1.3; Comparisons 4.1

10. ROOMS OF THE HOUSE

Language: Any language

Proficiency Level: Beginning, Intermediate

Brief description of the activity: Students will orally describe the rooms of a household (target culture if possible) based on pictures.

Objectives:

- (1) Students will be able to identify and discuss the rooms of the house.
- (2) Students will develop fluency skills.
- (3) Students will develop household vocabulary.
- (4) Students will be able to use a variety of words or phrases to express what they are trying to say.

Language focus: Speaking, Vocabulary

Materials: Pictures of rooms of the house

Procedures

(1) Introduce the content

Explain that students are going to use illustrations (or photographs) to help them describe the rooms of a house. Before starting have learners work in pairs to come up with as much house vocabulary as they can in two minutes.

(2) Introduce and model the learning strategy

Tell learners that sometimes when you are trying to describe something in the target language, you want to use a word that you don't know, so you use other words to explain the concept. Model the activity by describing a room in the house and use other words to describe some of the furniture that you can't seem to name.

Explain that, when we talk we often need to use a word that we have forgotten or don't know. When this happens, students can use the strategy *Substitute/Paraphrase*. They can use other words that they know to explain the word the troublesome term.

(3) Practice

Hold up the remaining pictures of different rooms of the house. You can include different types of rooms and houses. Have learners alternate between listener and describer in pairs or small groups. Students name the room and its contents. When they don't know the

word, have them describe the room using words they know. Ask if substituting and paraphrasing helped them speak more fluently. Ask students which unfamiliar terms they paraphrased and provide the target language terms.

Expansion:

- (1) Learners write a description of their dream house for homework.
- (2) The next time students are doing an oral presentation or a dialogue, encourage them to paraphrase if they reach a stopping point.
- (3) As a class brainstorm situations where paraphrasing can help with speaking or writing in the target language.

Teacher Resources (to help teacher enhance activity): Illustrations and photographs can be found in magazines or on the Web.

Home decorating site in German: <http://www.zdf.de/ZDFde/inhalt/2/0,1872,2097602,00.html>

Home improvements site in Italian, Spanish, French, German or Portuguese:

http://freshlinks.net/lang.aspx/es/odp.aspx/Home/Home_Improvement/

11. LEISURE TIME ACTIVITIES

Language: Any language

Examples in Chinese, Italian, Korean, Russian

Proficiency Level: Intermediate

Brief description of the activity: Learners will explore some typical activities that members of the target culture enjoy in their free-time. Then they will match a set of pictures to corresponding vocabulary cards and then draw and label an in-depth illustration for one of the activities. Students will use images to associate words with images.

Objectives:

- (1) Students will be able to use vocabulary related to leisure time activities.
- (2) Students will develop insight into target culture leisure time
- (3) Students will develop speaking skills.

Language focus: Speaking, Vocabulary, Listening

Materials: Vocabulary list of leisure time activities (on poster board or flash cards), illustrations of each activity, poster paper, crayons, markers, colored pencils

Vocabulary Lists

- **Italian:**

Guardare partite di calcio (Watch soccer games)

Andare al cinema (Go to the movies)

Mangiare fuori con amici (eat out with friends)

Fare una passeggiata al centro (Go for a walk downtown)

Andare al mare (Spend a day at the beach)

- **Russian:** - Интернет (Internet), Дача (Dacha), Собирать грибы (Collecting mushrooms), Чтение (Reading), Кино (Movies), Смотреть телевизор (TV)
- **Chinese:** volleyball (girls) and basketball and soccer (boys), computer games, hiking, karaoke
- **Korean:**
y nghwa movies (movies)
t ngsan (hiking)

y haeng (travel)
syap'ing (shopping)
toks (reading)

Procedures

(1) Introduce the content

Tell students that they are going to match a set of pictures to vocabulary cards and then draw and label more detailed illustrations of one of the activities. As a warm-up, have them brainstorm a list of their own favorite free-time activities.

(2) Introduce and model the learning strategy

Using a picture or illustration, introduce a popular target culture leisure activity. Tell learners that one way of reinforcing vocabulary is to use images. Identify the activity and then repeat the term. Have them repeat the word after you.

Explain that *using imagery* helps students make associations to help understand and remember new target language concepts and constructions. Many people also feel that it helps students become more creative in speaking about a topic. *Use Imagery* can put abstract ideas into concrete form. Show them a few more cards with the words and have them match words and images as a class.

Tell learners that mental images are helpful too. Encourage them to associate mental images with new information to help them remember (you might entice them by adding that that's how they teach secret agents to remember information!)

(3) Practice

Divide the students into pairs. Give each pair a set of pictures of free-time activities and a set of vocabulary cards. Tell them to match images and words. Ask each pair to draw its own illustration for one of the activities.

As a class, discuss which of the target culture activities would interest them. Ask students whether using images helped them with vocabulary.

Expansion:

- (1) Have learners draw and label some examples of popular American free-time activities. Discuss similarities and differences between the two cultures as a class.
- (2) When you introduce another set of vocabulary items such as wedding traditions or summer vacations, ask learners how they can associate the words with images to help them remember them.

Teacher Resources (to help teacher enhance activity):

Introduce relevant Internet sites that students could use to enhance their knowledge of certain activities.

Adapted from an activity submitted by Linda Schultz, Fairfax County Public Schools.

12. A COLOMBIAN ARTIFACT: THE BOLILLO

Language: Any language
Example in Spanish

Proficiency Level: Intermediate

Brief description of the activity: Learners describe and compare a kitchen utensil that they are familiar with and a target culture kitchen tool that they may have never seen. They will gain cultural insight by writing a short paragraph comparing them and describing what each one is used for.

Objectives:

- (1) Students will develop speaking skills.
- (2) Students will practice the language used to describe objects.
- (3) Students will explore target culture culinary products and practices and compare them to home culture culinary products and practices.
- (4) Students will be able to use real objects to help them better understand and remember new information.

Language focus: oral communication, culture

Materials: a bolillo, a whisk

Procedures:

(1) Introduce the Content

Tell learners that they are going to describe and compare a kitchen utensil that they are familiar with and a target culture kitchen tool that they may have never seen. Then they are going to write a short paragraph about what each one is used for.

(2) Introduce and model the learning strategy

Give learners the word for a spatula in the target language. Try to describe it and invite your students to help you if they can. Then bring out a spatula and use it to help you describe it. Make sure you find more effective words when you have the spatula in your hand!

Explain to the students that it can be easier to remember aspects of the target language and culture when you can actually see and touch real objects and artifacts. Tell them that you are going to give them the opportunity to see a real object and to touch it.

Tell them that associating new terms and concepts with real objects like a whisk can help them learn more effectively. Using real target culture objects can also help them

understand their own culture and the target culture by making comparisons and reflecting on the similarities and differences between various cultural products.

(3) Introduce the content

Show the class a bolillo. Ask them if they know what it is and what it is used for. Give the students an opportunity to look at and touch the utensil. Have them describe it in pairs and then guess what it is used for. If they are unable to guess correctly, tell them that it is used for stirring hot chocolate in Colombia and other Latin American countries. Then demonstrate how to hold and move the bolillo.

Next, show the class a whisk and ask what it is used for. A student or the teacher will explain that it is used for whipping cream or eggs. Give the students an opportunity to look at and touch the whisk. In pairs, have them describe the whisk and then ask them to compare the whisk and the bolillo. How are they similar? How are they different? Why are they different? Have learners write a short description and comparison of the utensils.

In a class discussion, ask learners to describe how using real objects helped them with the lesson.

Expansion:

- (1) Have learners do some Web research to find a Spanish recipe that uses a Bolillo.
- (2) For an oral presentation, require learners to bring real objects to help them introduce and discuss the material.

Teacher Resources: You may have shops in your city that sell products from the target culture. You can probably find food products at your local supermarket.

13. ADS IN POPULAR FRENCH MAGAZINES

Language: Any language
Example in French

Proficiency Level: Beginner

Brief description of the activity: Students receive a list of phrases with nouns and adjectives and then look for additional examples of nouns and adjectives in popular French magazines such as *Match* and *Express*. Based on their findings, students will develop rules for noun and adjective placement and agreement in French.

Objectives:

- (1) Students will be able to read ads in popular French magazines.
- (2) Students will be able to follow target language rules for noun and adjective agreement and placement
- (3) Students will be able to find and use patterns in the target language to help them learn.

Language focus: Reading, Grammar

Materials: Worksheets on gender agreement; copies of popular magazines

Procedures

(1) Introduce the content

Tell students that they are going to learn about nouns and adjectives using a discovery method. This will involve examples from a target culture magazine. Divide learners into pairs and give each pair two lists to read. One list will contain a few phrases with nouns and adjectives in which the adjective follows the noun (e.g. *le chat noir*). The other list will contain phrases in which the adjective precedes the noun (e.g. *la grande maison*).

(2) Introduce and model the learning strategy

Explain that we all learn our native language by observing how the people around us use the language and we gradually unconsciously form rules in our minds. As language learners we can experience this process more consciously. We can use the language learning strategy *Find/Apply Patterns*. Actively looking for grammatical patterns, for example, is more effective than trying to memorize grammar rules that we find in our textbooks.

Put the two lists on the OHP. Then model the activity by identifying a few examples from each list from an advertisement from one of the magazines. Tell learners that you are looking for examples of a pattern.

(3) Practice

Give each pair of students some popular magazines in French and ask students to locate examples of noun-adjective combinations in advertisements. They should jot these examples down on their worksheets. Then have them look at the examples they have and find the patterns. When does an adjective follow a noun? When does an adjective precede a noun? How do the forms of the adjectives change?

As a class discuss how the rules for French differ from those for English. Write all of the rules that learners come up with on the board and make sure they copy it down in their notes. Have them apply the rules in ten original descriptive sentences to make sure they have grasped each concept.

Expansion:

- (1) Have learners write a very simple advertisement for *Match*. Suggest some adjectives that can be used.
- (2) Use the same activity with a different grammar focus to help learners practice the learning strategy.
- (3) Brainstorm other language areas (such as pronunciation) that finding patterns will help learners complete.

Teacher Resources (to help teacher enhance activity):

Popular magazines or newspapers in the target language

French: <http://libraries.mit.edu/guides/types/flnews/french.html>

Have students look for noun & adjective placement in descriptions of items for sale in a foreign language version of eBay;

Argentina: <http://www.mercadolibre.com.ar/org-img/html/MLA/he.ml> Austria:

<http://www.ebay.at/>

Belgium: <http://www.ebay.be/>

Brazil: <http://www.mercadolivre.com.br/org-img/html/MLB/he.ml>

China: <http://www.ebay.com.cn/>

France: <http://www.ebay.fr/>

Germany: <http://www.ebay.de/>

Hong Kong: <http://www.ebay.com.hk/>

Italy: <http://www.ebay.it/>

Korea: <http://www.auction.co.kr/default.htm>

Mexico: <http://www.mercadolibre.com.mx/org-img/html/MLM/he.ml>

Spain: <http://www.es.ebay.com/>

Switzerland: <http://www.ebay.ch/>

Taiwan: <http://www.tw.ebay.com/>

Poems with many examples of adjectives

Adapted from an activity submitted by Rachel Lunde, Arlington County Public Schools.

LEARNING STRATEGY: Group/Classify

STANDARDS: Cultures 2.1, Connections 2.2, Comparisons. 3.1, 3.2

14. MEALS IN MEXICO

Language: Any language
Example in Spanish

Proficiency Level: Beginning

Brief description of the activity: Students will discuss typical meals in the US and Mexico. Students will group pictures of food according to which foods are eaten at which meals in each culture.

Objectives:

- (1) Students will be able to use vocabulary associated with meals.
- (2) Students will be able to identify which foods are commonly eaten at breakfast, lunch and dinner.
- (3) Students will be able to organize terms into groups in order to learn and remember new vocabulary more easily.

Language focus: Speaking, Vocabulary

Materials: vocabulary lists; pictures, drawings, or vocabulary cards; overhead graphic organizers; meal charts (see below)

Procedures:

(1) Link the learning strategy to the activity

Tell students that you are going to present vocabulary associated with meals. What do people in the target culture eat for breakfast? For lunch? For dinner? Distribute an alphabetical list of vocabulary items that refer to foods commonly eaten in the target culture (see below.)

(2) Introduce and model the learning strategy

Take two sets of five vocabulary cards each that represent American foods and mix them up. Show the students how you would separate the cards into three groups according to meals in order to learn the vocabulary better.

Tell students that an effective way to remember vocabulary items in the target language is by grouping them into categories. Explain that although sometimes vocabulary words – in this case foods - fit into more than one category, they can choose which is the best fit in their opinion.

(3) Introduce the content

Give groups of three or four learners three sets of American foods to categorize according to your example.

Show illustrations of the Mexican foods, pronounce the word, and tell when the food is usually eaten. For example, show a picture of a quesadilla and say, “This is a quesadilla. In Mexico people usually eat quesadillas for dinner.” Then divide your students into pairs and distribute an empty meal chart to each pair (see below). The chart will be divided across the top into three categories: Breakfast, Lunch, and Dinner. Some words may appear more than once.

Give the learners cards with the Mexican foods on it and have them complete the chart (using their best guesses). Then have them check their answers using the chart provided below.

At the end of class, ask students whether grouping was helpful for learning vocabulary. Encourage them to group all new target language words on their own.

The final chart in Spanish filled out by the students might look like this:

Las Comidas en México

(EL) DESAYUNO	(EL) ALMUERZO Es la comida más grande del día y puede incluir varios platos.	(LA) CENA Generalmente después de las nueve de la noche, se come algo ligero.
(los) frijoles refritos	(la) ensalada	(la) sopa de tortillas
(los) huevos rancheros	(las) verduras	(la) quesadilla
(el) café	(el) pescado	(las) empanadas de carne
(el) chocolate	(la) carne	(las) empanadas de fruta
(las) tortillas	(las) carnitas	(la) fruta fresca
(el) pan	(la) fruta fresca	(la) limonada
	(los) quesos	(el) agua de fruta
	(la) limonada	
	(el) agua de fruta	

Note: Siempre hay una selección de salsas, picante o no muy picante, en la mesa. Normalmente a cada comida se sirven frijoles refritos.

English translation of the chart (with names of foods and drinks left in Spanish):

Meals in Mexico

BREAKFAST	LUNCH This is the big meal of the day and will include several courses	DINNER This is usually a light meal, eaten sometime after 9pm
(los) frijoles refritos	(la) ensalada	(la) sopa de tortillas
(los) huevos rancheros	(las) verduras	(la) quesadilla
(el) caf�	(el) pescado	(las) empanadas de carne
(el) chocolate	(la carne)	(las) empanadas de fruta
(las) tortillas	(las) carnicas	(la) fruta fresca
pan	(la) fruta fresca	(la) limonada
	quesos	agua de fruta
	(la) limonada	
	agua de fruta	

Note: There is always a selection of salsas, both hot and mild, on the table. Also frijoles refritos are usually served at every meal.

Expansion:

- (1) For homework, have learners create a three meal plan based on their own preferences and eating habits.
- (2) Students can use *Group/Classify* to group any new vocabulary items into categories, for example, animals (domestic and wild), clothing (men's and women's or summer and winter), or beverages (hot and cold).

Teacher Resources (to help teacher enhance activity): Authentic restaurant menus in the target language, recipes in the target language

Menus from restaurants in Spain: <http://www.menudeldia.com/>

Recipes in Italian: <http://www.cosacucino.it/>

Recipes in German: <http://www.chefkoch.de/>

Restaurant guides in Portuguese:

http://www.netindex.pt/links/REGIOES/BEIRA_LITORAL/Resta/

Adapted from an activity submitted by Doris Ortiz, Prince George's County Public Schools, Maryland. The worksheet was prepared by Sheila Cockey, King George County Public Schools, Virginia.

15. CREATING FAMILY TREES

Language: Any language
Examples in German, Italian, Spanish

Proficiency level: Beginning, Intermediate

Brief description of the activity: Students will make presentations about families. To avoid any learner anxiety about private family matters, you may decide to have learners create a fictional family rather than describe their own. Students can also create trees for fictional characters like Harry Potter or Bart Simpson. A graphic organizer in the form of a family tree chart can help them plan and present these talks. The teacher creates and shares her family tree. She then gives the students blank family trees so that they can create their own.

Objectives:

- (1) Students will develop presentational speaking skills.
- (2) Students will be able to use vocabulary related to family.
- (3) Students will be able to use graphic organizers to help them clearly arrange information to learn and present.

Language focus: Speaking and Listening

Materials: Vocabulary worksheet with names of family members, family tree chart filled in by the instructor, blank family tree charts for the students

<u>English</u>	<u>German</u>	<u>Italian</u>	<u>Spanish</u>
Father	<i>Vater</i>	<i>padre</i>	<i>padre</i>
Mother	<i>Mutter</i>	<i>madre</i>	<i>madre</i>
son	<i>Sohn</i>	<i>figlio</i>	<i>hijo</i>
daughter	<i>Tochter</i>	<i>figlia</i>	<i>hija</i>
brother	<i>Brüder</i>	<i>fratello</i>	<i>hermano</i>
sister	<i>Schwester</i>	<i>sorella</i>	<i>hermana</i>
grandfather	<i>Großvater</i>	<i>nonno</i>	<i>abuelo</i>
grandmother	<i>Großmutter</i>	<i>nonna</i>	<i>abuela</i>

Procedures:

(1) Introduce the content

Tell students that they are going to make a presentation about family members and relationships. A graphic organizer in the form of a family tree chart can help them plan and present these talks.

(2) Introduce the learning strategy

Create your own family tree before class. Show the students the family tree diagram that you have prepared, carefully pronouncing the names and relationships as you point them out on the tree. For example, “This is my father William” (Das ist mein Vater, Wilhelm) and “This is my mother Ann” (Das ist meine Mutter, Anna). In more advanced classes, you might add a personal comment about family members.

Tell students that creating charts and diagrams can help language learners to remember and present new terms and concepts. Creating a family tree diagram can be very useful for learning family terms because the graphic organizer emphasizes the individual words and clearly shows the relationship between words.

(3) Practice

Give the students blank family trees so that they can create their own. Have them present the tree to a partner and then, if you have time, have them present them to the class. Ask learners if using a graphic organizer made it easier for them to learn and present family vocabulary.

Expansion:

- (1) Learners can build on this lesson by learning additional family vocabulary such as aunt (*Tante*), uncle (*Onkel*), cousin (*Kusin*), grandson (*Enkel*), granddaughter (*Enkelin*), great grandfather (*Urgroßvater*), great grandmother (*Urgroßmutter*).
- (2) Learners can use a variety of graphic organizers such as timelines, charts, maps, graphs, illustrations, and diagrams to present and store new target language information. Remind learners that using graphic organizers are great studying tools because they can make associations with images.

Students can use graphic organizers to learn other vocabulary such as animals.

Teacher Resources: A variety of blank family tree charts can be found on the Web http://genealogy.about.com/library/free_charts/bl_family_tree.htm
[Downloadable blank chart](#)

LEARNING STRATEGY: Summarize STANDARDS: Communication 1.2, 1.3, Connections 3.2
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16. HEADLINE NEWS FROM EGYPT

Language: Any language
Example in Arabic

Proficiency Level: Intermediate; Advanced

Brief description of the activity: Students will read several articles in an Arabic newspaper from Egypt. After reading, students will summarize the day's events based on the stories they have read.

Objectives:

- (1) Students will develop skills needed to read target culture newspaper articles.
- (2) Students will become acquainted with news sources in Arabic, specifically, an Egyptian newspaper.

Language focus: Reading, Writing

Materials: Print or Electronic Arabic-language newspapers from Egypt

Procedures:

(1) Introduce the content

Explain that students will be reading the day's news stories (in print or online) in an Egyptian newspaper. After reading, students are going to summarize the day's events in writing based on the stories they have read.

(2) Introduce and model the learning strategy

Describe the concept of a summary and identify the elements that make up an effective summary (i.e. the main idea and several major supporting points). Give an example of summary from a news article they read last week. Explain that you have read the whole article and it is about a big thunderstorm that caused traffic problems yesterday. Ask learners if they think that you have covered all of the relevant details.

Explain the importance of being able to take a long written or spoken passage and transform it into a short, concise statement. Summarizing is an effective learning strategy that helps students focus their attention to find the principal points in a written text and then helps them to remember these points by writing them down in an organized format.

(3) Practice

Have learners read the article discuss the main points with a partner. Then have them write a summary individually.

Expansion:

- (1) Extend this lesson by having learners complete enjoyable activities such as putting together a poster illustrating the main point of each news story, creating a webpage with the news headlines, or performing a mock TV news broadcast with students as journalists reporting the news.
- (2) Ask learners what other learning tasks summarizing can help them complete. Explain that summarizing to yourself what you read or listen to (in any context) is a valuable habit.
- (3) With a partner, have them summarize a TV program or movie they have seen recently.

Teacher Resources (to help teacher enhance activity): CNN has an Arabic version of its news website at <http://arabic.cnn.com>. CNN also publishes this site in English, Spanish, Italian, German, Japanese, and Korean, accessible from the homepage at www.cnn.com. The BBC also has Arabic news stories on its website at <http://www.bbc.co.uk/worldservice/us/languages.shtml/>

17. SEARCH FOR THE PAST: READING SHORT STORIES

Language: Any language
Examples in Spanish, French, and Italian

Proficiency Level: All levels

Brief description of the activity: Students in pairs read a short story in the target language and identify all of the verbs that refer to past tense. As they read, they will fill out a worksheet divided into past tense categories. (The grammatical categories will depend on the language. See below for the categories for Spanish, French, and Italian.)

Objectives:

- (1) Students will become acquainted with a short story in the target language.
- (2) Students will develop the skill of isolating one grammatical feature when reading used in an authentic context
- (3) Students will be able to focus on specific information to help them read (or listen).

Language focus: Reading, Grammar (past tense)

Materials: a short story of two or three pages in length

Procedures:

(1) Introduce the content

Tell students that they are going to read a short story in the target language and identify all of the verbs that refer to past tense. As they read, they will fill out a worksheet divided into past tense categories.

(2) Introduce and model the learning strategy

On an overhead projector show a short magazine article in the target language and tell the students that you want to focus on singular and plural nouns in the article. Make a chart on the blackboard with the headings ‘Singular’ and ‘Plural.’ Write the singular nouns under ‘Singular’ and the plural nouns are ‘Plural.’ Explain to your students how, by reviewing the chart, you will improve your understanding of the formation and use of nouns.

Explain that using *Use Selective Attention* means identifying key words in a large quantity of information. It can also refer to paying attention to parts of words, such as the endings that show if a noun is singular or plural.

(3) Practice

Divide the students into pairs. Give each pair an authentic passage in the target language and ask them to highlight or underline all of the past tense verbs. Then have them fill out the verb chart with the past tenses in the target language as the categories. When they finish, ask them to reflect on what they learned about the formation and use of verbs from this activity.

Expansion:

- (1) Have learners talk about their last vacation using the past tense.
- (2) Do the same activity with a focus on a different grammar feature or a semantic feature such as colors.

**Sample student worksheets with indicative past tense categories
in Spanish, French, German, and Italian**

Verbos en el pasado en español

Pretérito imperfecto	Pretérito	Pretérito perfecto	Pretérito pluscuamperfecto	Pretérito anterior

Les temps du passé en français

Passé Simple	Passé Composé	Imparfait	Plus-Que-Parfait

Verbi Italiani nel Passato

Imperfetto	Passato prossimo	Passato remoto	Trapassato prossimo	Trapassato remoto

Adapted from an activity submitted by Maritza Vakas, Arlington Public Schools.

18. ART ON THE WEB

Language: Any language
Example in Italian

Proficiency Level: Advanced

Brief description of the activity: Students are going to locate texts in the target language about the life and works of Italian artists. Students then use the computer in class or in a computer lab to find target language materials about the artist and create a short biography.

Objectives:

- (1) Students will be able to discuss well-known Italian painters.
- (2) Students will be able to discuss to use information sources at their disposal that will help them learn more about the target language and the target culture.

Language focus: Reading

Materials: Computer with an Internet connection or printouts of Web pages

Procedures:

(1) Introduce the content

Ask students to locate texts in the target language about the life and works of Italian artists. Then provide a list of artists and let each student choose an artist from the list. Tell students they are going to research and summarize the life of a target culture artist.

(2) Introduce and model the learning strategy:

Model the strategy like this:

I need to find information on the Italian artist Sandro Botticelli. I want to learn something about his life and his art. Where should I go to find some information? I will go to the school library and see what I can find. I find several books with information about Botticelli but they are all in English. I need something in the target language. Where can I find information written in Italian in my city? Oh! Why not try the Internet? I go to the search engine *google.com* and put in the artist's name and some words in Italian to encourage the retrieval of target language materials, e.g. *Botticelli* and *vita* and *Primavera*. I find several relevant hits. (If possible, the teacher should demonstrate with a computer; otherwise, students can be shown relevant computer printouts on an overhead or as handouts.)

Explain the strategy *Access Information Sources* and help students understand that this is a strategy that they will be able to use while they are students but also in the future for their own enjoyment. They can use the Internet to find information about topics of interest that they developed while studying a foreign language and culture.

(3) Practice

Have students locate texts in the target language about the life and works of Italian artists. Have learners use the class computer or go to the computer lab to find target language materials about the artist. They read the materials and summarize them in a short written report.

Ask learners how using information sources facilitated and extended their learning.

Expansion:

- (1) The teacher asks the students to make oral presentations based on their research of their artist.
- (2) The teacher asks the students to do Web research on a topic of their choice related to the target culture.

Teacher Resources:

Google's Language Tools page: http://www.google.com/language_tools?hl=en

19. SPANISH POETRY: READING ALOUD FOR MEANING

Language: Any language
Example in Spanish

Proficiency Level: Beginning

Brief description of the activity: Students will read a passage just beyond their reading level. They will work in small groups to read aloud and discuss unfamiliar words.

Language focus: Reading

Objectives:

- (1) Students will develop reading skills associated with poetry.
- (2) Students will explore the target culture through well-known poems.
- (3) Students will be able to sound word and phrases out to help them read unfamiliar words.
- (4) Student will be able to cooperate with others (and use human resources) to help complete a difficult task.

Materials: A poem in Spanish that contains some words that are unfamiliar to the students.

For example, a poem by Cervantes: (1) “Al t mulo del Rey Felipe II en Sevilla” or (2) “A la entrada del duque de Medina en C diz” (<http://sonnets.spanish.sbc.edu/Cervantes.html>)

Procedures:

(1) Link the learning strategy to the activity

Tell learners that they are going to read a passage and discuss it as a class. To warm up, ask them what they know about poetry. List the characteristics of poetry that they bring up: rhyme, rhythm, repetition, and so on in the target language. Ask students how they feel when reading a poem and finding an unknown word. Ask what they normally do in that situation (look it up, ask a friend, ask the teacher).

(2) Introduce and model the learning strategy

Tell students that it is very useful to work with a partner to try to figure out unfamiliar words in a reading passage. Pretend that you are a student and asks for a volunteer to work with you. Read a passage out loud and sound out each word that you “don’t know.” Ask your partner to help you with the words. By pronouncing the words out loud and working with a partner, you can often guess what the word means.

Tell learners that cooperating is a valuable strategy for language learning. Have them describe some examples of situations where cooperating would be useful.

(3) Introduce the content

Distribute a short reading passage to students that contains some words that they do not know. Students begin reading aloud, practicing different highlighted words in the passage. Encourage students to cooperate by working together to practice pronunciation and to decipher the meaning of the words. After reading, discuss the process and passage together.

As a class brainstorm how working with others can help language learning.

Expansion:

- (1) Have learners retell the passage in a modern context (like Romeo and Juliet/West Side Story).
- (2) Encourage students to work together on longer passages and other language learning tasks.

Teacher Resources (to help teacher enhance activity): Internet resources, passages from current print or textbooks.

Italian poetry site: <http://www.poesie.it/>

Spanish poetry site: <http://www.poesia-inter.net/>

Anthology of French poetry: <http://www.franceweb.fr/poesie/poetesfr.htm>

Poetry of Portugal: <http://www.portugal-linha.pt/literatura/npoesia.html>

Adapted from an activity submitted by Tammie S. Anderson, Fairfax County Public Schools.

20. EXPORTS AND IMPORTS OF BRAZIL

Language: Any language
Example in Portuguese

Proficiency Level: Intermediate, Advanced

Brief description of the activity: Students research and complete a worksheet on the most important exports and imports of Brazil.

Objectives:

- (1) Students will be able to identify the primary exports and imports of Brazil.
- (2) Students will be able to use their own inner resources to accomplish a task.

Language Focus: Reading, Writing

Materials: Learning sheets; Reference books; Printouts

Procedures:

(1) Introduce the content

The teacher gives the students an assignment: Find out the most important exports and imports of Brazil and complete a worksheet on the information.

(2) Introduce and model the learning strategy

Explain that sometimes we feel overwhelmed by a task because we don't think that we can accomplish it successfully. Sometimes internal support (a dialogue or even a think-I-can type mantra) can give us the confidence we need to complete a task. For example, I am panicked because I have no idea what sort of goods Brazil exports, but let me take a moment to think about this. I have several resources available to help me: the library, my social studies teacher and the Internet. First I can read the worksheet then I can see what information I need. This really isn't as hard as I had first thought...

(3) Practice

The teacher tells the students that it might seem overwhelming at first but they should stop and focus. What do they already know? What might they guess based on what they know? What resources are available to them in the classroom? What resources might they find outside of the classroom? If they talk themselves through the task, they will find it less overwhelming.

A completed student worksheet (the English translation follows the Portuguese):

Nombre: Mary Johnson

As Principais Exportações e Importações do Brasil

O que exporta o Brasil?

*equipamento para transportes
minério de ferro
rebentos de soja
calçado
café
automóveis*

O que importa o Brasil?

*maquinaria
equipamento eléctrico
equipamento para transportes
produtos químicos
petróleo*

Explique como fez para encontrar esta informação.

- 1. Perguntei a mim próprio o que sabia sobre o Brasil. O Brasil é célebre pelo seu café, por isso, o café é provavelmente uma exportação principal. O Brasil é um país muito grande. Provavelmente tem recursos naturais tais como minerais. Provavelmente também exporta alguns alimentos. Importações? Talvez roupa? Eu começava a sentir que talvez conseguisse fazer este trabalho sozinho.*
- 2. Depois perguntei a mim próprio que recursos podia consultar. Uma enciclopédia provavelmente teria a informação. Eu sei usar uma enciclopédia. Também sou bom a fazer pesquisa informática. Eu podia ir ao Google.com e escrever 'Brasil' e 'importações' e 'exportações'.*
- 3. Depois da escola eu fui à biblioteca e encontrei a informação numa enciclopédia. Também usei o computador para poder imprimir a informação. Fiquei feliz por conseguir fazer este trabalho sozinho!*

Name: Mary Johnson

Brazil's Major Exports and Imports

What does Brazil export?

*transport equipment
iron ore (minério de ferro)
soybeans (rebentos de soja)
footwear (calçado)
coffee (caf)
autos*

What does Brazil import?

*machinery
electrical equipment
transport equipment
chemical products
oil*

Explain the steps you followed to find this information.

- 1. I asked myself what I knew about Brazil. Brazil is famous for its coffee so coffee is probably a major export. Brazil is a very large country. It probably has some natural resources such as minerals. It probably also exports some food. Imports? Perhaps clothing? I was beginning to feel as if I could accomplish this task by myself.*
- 2. Then I asked myself what resources I could consult. An encyclopedia would probably have the information. I'm good at using an encyclopedia. I am also good at doing computer searches. I could go to google.com and put in 'Brazil' and 'Imports' and 'exports'.*
- 3. I went to the library after school and found the information in an encyclopedia. I also used the computer so that I could print out some information. I was happy that I could do this assignment on my own!*





Expansion:

- (1)** Have learners research the same information about US products and create a similar worksheet.
- (2)** Remind students that inner resources can help us accomplish almost anything!







The Portuguese version of the worksheet was prepared by Teresa D'Eca, Lisbon, Portugal.


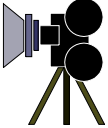
NATIONAL CAPITAL LANGUAGE RESOURCE CENTER

LEARNING STRATEGIES




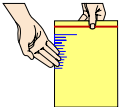

METACOGNITIVE STRATEGIES		
Strategy	Description	
Organize / Plan	 Calendar	<ul style="list-style-type: none">-Plan the task or content sequence.-Set goals.-Plan how to accomplish the task.
Manage Your Own Learning	 Pace Yourself	<ul style="list-style-type: none">-Determine how you learn best.-Arrange conditions that help you learn.-Seek opportunities for practice.-Focus your attention on the task.
Monitor	 Check	<p>While working on a task:</p> <ul style="list-style-type: none">-Check your progress on the task.-Check your comprehension as you use the language. Are you understanding?-Check your production as you use the language. Are you making sense?
Evaluate	 I did it!	<p>After completing a task:</p> <ul style="list-style-type: none">-Assess how well you have accomplished the learning task.-Assess how well you have applied the strategies.-Decide how effective the strategies were in helping you accomplish the task.

TASK BASED STRATEGIES: USE WHAT YOU KNOW




Strategy	Description	
Use Background Knowledge	 I know.	-Think about and use what you already know to help you do the task. - Make associations.
Make Inferences	 Use Clues	-Use context and what you know to figure out meaning. -Read and listen between the lines.
Make Predictions	 Crystal Ball	-Anticipate information to come. -Make logical guesses about what will happen.
Personalize	 Me	-Relate new concepts to your own life, that is, to your experiences, knowledge, beliefs and feelings.
Transfer / Use Cognates	 telephone/teléfono/ Telefon/téléfon	-Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize cognates.
Substitute / Paraphrase	 Spare Tire	-Think of a similar word or descriptive phrase for words you do not know in the target language.

TASK-BASED STRATEGIES: USE YOUR IMAGINATION		
Strategy	Description	
Use Imagery	 <p>Mirror, Mirror</p>	-Use or create an image to understand and/or represent information.
Use Real Objects / Role Play	 <p>Lights, Camera, Action!</p>	-Act out and/or imagine yourself in different roles in the target language. -Manipulate real objects as you use the target language.





TASK-BASED STRATEGIES: USE YOUR ORGANIZATIONAL SKILLS

Strategy	Description	
Find/Apply Patterns	 <p>Pattern</p>	<ul style="list-style-type: none"> -Apply a rule. -Make a rule. -Sound out and apply letter/sound rules.
Group/Classify	 <p>Sort Suits</p>	<ul style="list-style-type: none"> -Relate or categorize words or ideas according to attributes.
Use Graphic Organizers/ Take Notes	 <p>Notepad</p>	<ul style="list-style-type: none"> -Use or create visual representations (such as Venn diagrams, timelines, and charts) of important relationships between concepts. -Write down important words and ideas.
Summarize	 <p>Main Idea</p>	<ul style="list-style-type: none"> -Create a mental, oral, or written summary of information.
Use Selective Attention	 <p>Look for It</p>	<ul style="list-style-type: none"> -Focus on specific information, structures, key words, phrases, or ideas.







TASK-BASED STRATEGIES: USE A VARIETY OF RESOURCES

Strategy	Description	
Access Information Sources	 Read all about it!	-Use the dictionary, the internet, and other reference materials. -Seek out and use sources of information. -Follow a model -Ask questions
Cooperate	 Together	-Work with others to complete tasks, build confidence, and give and receive feedback.
Talk Yourself Through It (Self-Talk)	 I can do it!	- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.



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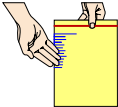

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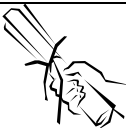
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學習策略

策略	解釋	
元認知策略		
整理/ 規劃	 月曆	<ul style="list-style-type: none">● 安排任務或內容的順序。● 設定目標。● 規劃如何完成任務。
管理自己的學習	 調適腳步	<ul style="list-style-type: none">● 確定自身最佳的學習方法。● 確保能幫助你學習的條件。● 尋求練習的機會。● 專注於任務上。
監控	 檢查	在任務進行當中： <ul style="list-style-type: none">● 檢查你的進度。● 檢查你的理解程度。你真的懂了嗎？● 檢查你的語言運用。你說的話別人懂嗎？
評估	 我做到了！	在任務完成後： <ul style="list-style-type: none">● 評估你這項學習任務完成的好壞。● 評估你策略運用的好壞。● 決定這些策略對幫助你完成這項任務的效益有多大。

與任務有關的策略		
利用已有知識		
策略	解釋	
利用背景知識	 我知道	<ul style="list-style-type: none"> 思考並運用你的現有知識來幫你完成這項任務。 運用聯想的方法。
推論	 利用線索	<ul style="list-style-type: none"> 利用上下文及已知知識去推出涵義。 琢磨言外之音。
預測	 水晶球	<ul style="list-style-type: none"> 預期將至之訊息。 對於將要發生的事做邏輯性的猜測。
個人化	 我	<ul style="list-style-type: none"> 把新觀念與日常生活(你的經驗、知識、信仰和感覺)聯繫起來。
轉換/ 利用同源語	 媽媽 /mama	<ul style="list-style-type: none"> 將你對其他語言的知識（包括母語知識）運用到目的語上。 辨識同源語詞彙。
替換/ 轉述	 備胎	<ul style="list-style-type: none"> 遇到目的語中你所不認識的詞, 想一個相近的詞或用其它方式描述。

運用你的想像力		
策略	解釋	
利用圖象	 魔鏡, 魔鏡	<ul style="list-style-type: none"> 運用影像去理解或表示訊息。
利用實物/ 角色扮演	 燈光, 攝影機, 開演!	<ul style="list-style-type: none"> 用目的語實際演練或想像把自己置身於不同的角色之中。 在使用目的語時利用實物。





運用你的組織技巧		
策略	解釋	
找出/應用 模式	 <p>模式</p>	<ul style="list-style-type: none"> 運用一個規則。 制定一個規則。
分類/歸類	 <p>整牌</p>	<ul style="list-style-type: none"> 根據其屬性, 將字或想法串聯起來或將之分類。
用圖表做整理/ 做筆記	 <p>筆記本</p>	<ul style="list-style-type: none"> 把觀念間的重要關係用視覺的方式表現出來 (例如: 圖解、時間線和圖表)。 將重要的詞和概念紀錄下來。
概述	 <p>主要概念</p>	<ul style="list-style-type: none"> 在心裏, 或用口頭和筆頭的形式做摘要。
選擇注意	 <p>尋找特定訊息</p>	把注意力集中在特定的訊息、結構、關鍵詞、用語或者概念之上。







利用多種資源		
策略	解釋	
接觸資訊的來源	 全部看過！	<ul style="list-style-type: none"> • 使用字典、網際網路與其他參考資料。 • 尋找並利用資訊的來源。 • 遵循模範。 • 提出問題。
合作	 一起	<ul style="list-style-type: none"> • 與他人合作, 以完成任務、建立自信並相互幫助。
告訴自己可以做得到 (自我鼓勵)	 我做不到！	<ul style="list-style-type: none"> • 利用內在資源。提醒自己所取得的進步、可獲得的資源及目標, 從而降低焦慮。


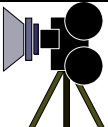
Translation by Rachel Liao, Georgetown University and Peter Gu, University of Singapore.




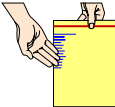

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Stratégies d'apprentissage

Stratégies	Description	
STRATEGIES METACOGNITIVES		
Organisez/ Planifiez	 Calendrier	-Planifiez la tâche et son contenu . -Définissez les objectifs. -Programmez la mise en oeuvre.
Gérez votre méthode d'apprentissage	 Organisez votre temps	-Déterminez la meilleure façon d'apprendre pour vous. - Mettez-vous dans des conditions de travail optimales -Profitez de toutes les occasions pour pratiquer. - Concentrez-vous sur la tâche à accomplir.
Surveillez votre progression	 Vérifiez votre performance	Durant votre travail: -Vérifiez vos progrès. -Vérifiez votre compréhension de la langue étudiée. Comprenez-vous bien? -Vérifiez votre propre production. Cela a-t-il un sens?
Evaluez vos résultats	 J'ai réussi!	En fin de travail: -Evaluez votre degré de réussite. -Vérifiez si vous avez bien appliqué les stratégies requises. - Jugez de l'efficacité des stratégies utilisées.

STRATEGIES REPONDANTES		
UTILISEZ VOS CONNAISSANCES		
Utilisez vos connaissances de base	 <p>Je sais.</p>	<ul style="list-style-type: none"> -Refléchissez à ce que vous savez déjà pour vous aider dans votre exercice. - Faites des associations d'idées.
Déduisez/ devinez	 <p>Utilisez tous les indices</p>	<ul style="list-style-type: none"> - Utilisez le contexte et vos connaissances pour tenter de comprendre. - Lisez et écoutez entre les lignes.
Faites des hypothèses	 <p>La boule de crystal</p>	<ul style="list-style-type: none"> -Anticipez ce qui peut arriver. -Faites des hypothèses logiques sur les diverses possibilités .
Personnalisez	 <p>Moi</p>	<ul style="list-style-type: none"> -Associez de nouveaux concepts à votre experience personnelle, vos connaissances, vos convictions et émotions.
Transférez / Utilisez des mots de même origine .	 <p>Un vase/ a vase</p>	<ul style="list-style-type: none"> -Utilisez vos connaissances linguistiques d'autres langues,(y compris la vôtre). - Identifiez les mots de même origine.
Substituez / Paraphrasez	 <p>Roue de secours</p>	<ul style="list-style-type: none"> -Pensez à un mot équivalent ou à une phrase descriptive pour les mots que vous ne connaissez pas dans la langue étudiée




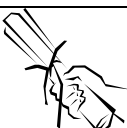
UTILISEZ VOTRE IMAGINATION		
Utilisez des images	 Miroir, Miroir	-Utilisez ou créez une image pour comprendre et communiquer l'information.
Utilisez des objets réels/ Jeux de rôle	 Silence, on tourne	-Imaginez et/ou mimez différents rôles dans la langue étudiée. -Manipulez des objets réels tout en utilisant la langue étudiée.







UTILISEZ VOS TALENTS D'ORGANISATION		
Cherchez/Appliquez des règles	 <p>Règle</p>	<ul style="list-style-type: none"> - Appliquez une règle. - Créez votre propre règle. - Testez oralement et appliquez les règles de prononciation.
Groupez/Classifiez	 <p>Composez une suite</p>	<ul style="list-style-type: none"> -Reliez les mots et les idées et établissez des catégories en fonction des caractéristiques.
Utilisez des graphiques / Prenez des notes	 <p>Blocnote</p>	<ul style="list-style-type: none"> -Utilisez ou créez des représentations visuelles de relations entre différents concepts (échelle chronologique, tableaux comparatifs etc...) - Notez les mots et les idées qui vous paraissent importants.
Résumez	 <p>Idée principale</p>	<ul style="list-style-type: none"> -Créez un résumé mental, oral ou écrit des informations étudiées.
Ciblez votre attention	 <p>Cherchez</p>	<ul style="list-style-type: none"> -Concentrez-vous sur une information précise, soit une structure, un mot clé, une expression ou une idée.

UTILISEZ UN EVENTAIL DE RESSOURCES		
Recherchez l'information à la source	 Informez-vous largement!	<ul style="list-style-type: none"> -Utilisez le dictionnaire, Internet et autre matériel de référence. - Recherchez et utilisez toutes les sources d'information possibles. - Suivez un modèle - Posez des questions.
Coopérez	 Ensemble	<ul style="list-style-type: none"> - Travaillez en groupe, prenez confiance en vous, échangez vos connaissances.
Encouragez-vous constamment	 J'y arriverai!	<ul style="list-style-type: none"> - Utilisez vos ressources personnelles. - Prenez conscience de vos progrès pour vous encourager, appuyez-vous sur les ressources disponibles et ne perdez pas de vue vos objectifs.




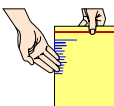

Translation by Jocelyne Brant, George Washington University.




**NATIONAL CAPITAL LANGUAGE RESOURCE CENTER
LERNSTRATEGIEN**

STRATEGIE	BESCHREIBUNG	
METAKOGNITIVE STRATEGIEN		
Organisieren / Planen	 Kalender	-Planen Sie die Aufgaben- oder Inhaltsreihenfolge. -Setzen Sie sich Ziele. -Planen Sie, wie Sie die Aufgabe vollenden wollen.
Verwalten Sie Ihr Lernen	 Das Tempo kontrollieren	-Stellen Sie fest, wie Sie am besten lernen. -Erschaffen Sie Bedingungen, die Ihnen beim Lernen helfen. -Suchen Sie Möglichkeiten zu üben. -Konzentrieren Sie Ihre Aufmerksamkeit auf die Aufgabe.
Überwachen	 Überprüfen	Während Sie mit einer Aufgabe arbeiten: -Überprüfen Sie Ihre Fortschritte mit der Aufgabe. -Überprüfen Sie Ihr Verständnis wenn Sie die Sprache benutzen. Verstehen Sie? -Überprüfen Sie Ihre Darstellung wenn Sie die Sprache benutzen. Machen Sie Sinn?
Auswerten	 Ich habe es geschafft!	Nachdem Sie eine Aufgabe vollendet haben: -Beurteilen Sie wie gut Sie die Lernaufgabe vollendet haben. -Beurteilen Sie wie gut Sie die Strategien angewandt haben. -Bestimmen Sie wie effektiv die Strategien darin waren, Ihnen bei der Vollendung der Aufgabe zu helfen.

AUFGABEN-BASIERTE STRATEGIEN		
NUTZEN SIE IHRE VORKENNTNISSE		
Hintergrundwissen nutzen	 Ich weiss.	-Denken Sie daran und nutzen Sie das, was Sie schon wissen als Hilfe bei der Aufgabenlösung. -Machen Sie Assoziationen.
Schlussfolgerungen ziehen	 Leitfäden nutzen	-Nutzen Sie den Zusammenhang und das, was Sie wissen, um die Bedeutung herauszufinden. -Lesen Sie zwischen den Zeilen.
Vorhersehen	 Kristallkugel	-Sagen Sie kommende Information voraus. -Machen Sie logische Vermutungen darüber, was passieren wird.
Personifizieren	 Ich	-Bringen Sie neue Begriffe in Beziehung mit Ihrem eigenen Leben, d.h. mit Ihren Erfahrungen, Ihrem Wissen, Ihren Vorstellungen und Ihren Gefühlen.
Verwandte Wörter nutzen	 House/Haus	-Verwenden Sie ihre Sprachkenntnisse in anderen Sprachen (einschließlich Ihrer Muttersprache) um die Zielsprache zu erlernen. -Erkennen Sie verwandte Wörter.
Ersetzen / Umschreiben	 Ersatzreifen	- Denken Sie an ein ähnliches Wort oder einen beschreibenden Ausdruck für Wörter in der Zielsprache, die Sie nicht kennen.

NUTZEN SIE IHRE VORSTELLUNGSKRAFT		
Bilder verwenden	 Spiegel, Spiegel	-Nutzen Sie oder schaffen Sie ein Bild um Information zu verstehen und /oder darzustellen.
Wirkliche Objekte nutzen / Rollenspiel	 Licht, Kamera, Action!	-Stellen Sie sich selbst in verschiedenen Rollen in der Zielsprache vor. -Nutzen Sie wirkliche Objekte, wenn Sie die Zielsprache verwenden.


NUTZEN SIE IHR ORGANISATIONSGESCHICK		
Muster finden und verwenden	 <p>Muster</p>	-Verwenden Sie eine Regel. -Schaffen Sie eine Regel. -Lesen Sie vor und verwenden Sie Buchstaben-/Lautregeln.
Gruppieren/ klassifizieren	 <p>Farben sortieren</p>	-Gruppieren oder kategorisieren Sie Wörter oder Ideen nach Merkmalen.
Graphische Ordnungssysteme verwenden/ Notizen machen	 <p>Notizblock</p>	-Verwenden oder schaffen Sie visuelle Verkörperungen (z.B. Venn-Diagramme, Zeitlinien und Tabellen) für wichtige Beziehungen zwischen Begriffen. -Notieren Sie wichtige Wörter und Ideen.
Zusammenfassen	 <p>Hauptidee</p>	-Erschaffen Sie eine mentale, mündliche oder schriftliche Zusammenfassung von Informationen.
Verwende selektive Aufmerksamkeit	 <p>Suchen Sie es</p>	-Konzentrieren Sie sich auf spezifische Informationen, Strukturen, Schlüsselwörter, Ausdrücke oder Ideen.





VERWENDEN SIE EINE VIELFALT VON QUELLEN		
Informations-Quellen nutzen	 Lesen Sie alles darüber!	-Verwenden Sie das Wörterbuch, das Internet und andere Quellen. -Finden Sie und nutzen Sie Informationsquellen. -Folgen Sie ein Modell. -Stellen Sie fragen.
Gruppenarbeit	 Zusammen	-Arbeiten Sie mit anderen zusammen um Aufgaben zu lösen, Selbstvertrauen aufbauen und um Feedback zu geben und zu erhalten.
Sich selbst Mut zusprechen	 Ich kann es schaffen!	-Ermutigen Sie sich. Verringern Sie Ihre Angst dadurch, dass Sie sich selbst an Ihre Fortschritte, an die Ihnen zugänglichen Hilfsmittel und an Ihre Ziele erinnern.


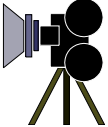
Translation by Erin Webreck, NCLRC, and Anna Ohlsson, Institute for the International Education of Students.


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学習戦略

超認知的戦略		
戦略	内容	
計画	 カレンダー	-課題や順序を決める -目標を設定 -課題の達成方法を考える
学習の自己管理	 自分のペースを知る	-自分に合った学習方法を考える -学習に適した条件を整える -練習の機会を探す -学習課題に集中する
点検	 点検	課題を遂行しながら、 -進行をチェック -理解しているか確認 -発話が意味を成すか注意する
評価	 出来た！	課題を遂行した後で -学習課題の達成度を評価 -戦略を上手に使えたか評価 -戦略が効果的だったかを評価

課題中心の戦略		
既に知っていることを使う		
戦略	内容	
既知の知識を使う	 知っている！	-課題遂行のために既に知っていることを使う -新しい知識と既知の知識を関係づける
推論	 手がかりを探す	-意味把握のためにコンテキストを考える -行間の意味を読み取る
予測	 魔法のクリスタル	-情報を予測する -何がおこるか論理的に予測する
個性に合わせる	 私	-新しい概念を自分の生活(経験、知識、信念、感情)に結びつける
借用語を使う	 アイスクリーム <i>ice cream</i>	-目標言語に母国語や他の言語に関する言語学的知識を適用 -借用語を認識する
言い換える	 予備タイヤ	-知らない表現に代わる言い方を考える

想像力を活用		
戦略	内容	
イメージを活用	 鏡よ、鏡	<ul style="list-style-type: none"> -情報を理解したり、表現したりするためにイメージを使う
実物を使用 / ロールプレー	 ライト、カメラ、 アクション！	<ul style="list-style-type: none"> -自分以外の役割になったつもりになる -実物に触れながら目標言語を使う

自分の統合力を駆使する		
戦略	内容	
パターンを 見つけたり 利用する	 <p>パターン</p>	<ul style="list-style-type: none"> -規則を適用 -パターンを見つける -発音のルールに従って声に出して読んでみる。
グループにまとめる/ 分類する	 <p>分ける</p>	<ul style="list-style-type: none"> -言葉や概念を属性によってまとめたり、分類したりする
視覚的にまとめる/ メモをとる	 <p>ノート</p>	<ul style="list-style-type: none"> -概念間の大切な関係を表やグラフなどを使って視覚的にまとめる -重要な言葉や概念をメモする
まとめる	 <p>要旨</p>	<ul style="list-style-type: none"> -情報を、頭、口頭、あるいは書いてまとめる
一つのことに集中	 <p>探す</p>	<ul style="list-style-type: none"> -特定の情報、構造、キーワード、表現や、アイデアに集中する

多様なものを利用		
戦略	内容	
情報網をあたる	 全部読む！	-辞書、インターネットやほかの情報源をあたる -情報網を探し出して利用 -モデルに従う -質問する
協力	 一緒に	-課題の達成や、自信をつけたり、フィードバックを与え合うためにほかの人と協力
自分に話しかける	 出来る！	-自分の内的な力を使う。進行過程や利用可能な情報網、目標などについて、自分に話しかけることで、心配をやわらげる

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УЧЕБНЫЕ СТРАТЕГИИ

СТРАТЕГИЯ	ОПИСАНИЕ	
МЕТАКОГНИТИВНЫЕ СТРАТЕГИИ		
Планировать	 Календарь	<ul style="list-style-type: none">- Запланировать ход задания.- Поставить цели.- Решить как достичь цели.
Взять контроль над процессом обучения	 Ритм работы	<ul style="list-style-type: none">- Определить лучший подход к учёбе.- Найти лучшие условия для учебы.- Искать возможности практики.- Сконцентрировать внимание на задании.
Мониторинг	 Проверка	Работая над заданием... <ul style="list-style-type: none">- Проверяйте свой прогресс.- Проверяйте, понимаете ли вы, что вам говорят.- Проверяйте свой собственный язык: понимают ли вас?
Оценка	 Успех!	После завершения задания: <ul style="list-style-type: none">- Оцените результат.- Оцените своё применение стратегий.- Определите эффективность своих стратегий в исполнении задания.

СТРАТЕГИИ ДЛЯ ВЫПОЛНЕНИЯ ЗАДАНИЯ		
ИСПОЛЬЗУЙТЕ ТО, ЧТО ВЫ ЗНАЕТЕ		
Использование фоновых знаний	 Я знаю.	- Думайте о том, что вы уже знаете и как можно применять это в исполнении задания. - Делайте ассоциации
Делайте выводы	 Используйте подсказки	- Пользуйтесь контекстом. - Читайте и слушайте «между строк».
Прогнозирование	 Гадальные карты	- Думайте, что скажут дальше. - Угадывайте, что логично следует
Личный опыт	 Я	- Думайте о том, как новые понятия относятся к вашему собственному опыту, знаниям, ценностям, чувствам.
Знакомые явления / Когнаты	 Нос / Nose	- Пользуйтесь своими знаниями языков (своего и других). - Узнавайте когнаты
Замена / Пересказ	 Запасное колесо	- Если вы не знаете нужного слова, придумайте синоним или описательную фразу.




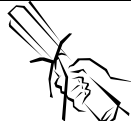
ИСПОЛЬЗУЙТЕ ВООБРАЖЕНИЕ		
Образное мышление	 <p>Свет мой, зеркальце скажи!</p>	- Представьте информацию образно.
Реалии / ролевая игра	 <p>Мотор... начали!</p>	<ul style="list-style-type: none"> - Разыгрывайте роли, где нужно использовать изучаемый язык. - Используйте в качестве примеров реальные предметы.







ОРГАНИЗАЦИОННЫЕ НАВЫКИ		
Закономерности	 Закономерность	<ul style="list-style-type: none"> - Примените известное правило. - Создайте своё правило. - Применяйте фонетические правила чтения
Классификация	 Разложение по мастям	<ul style="list-style-type: none"> - Классифицируйте слова и идеи по признакам.
Условные знаки / записи	 Блокнот	<ul style="list-style-type: none"> - Создавайте визуальные репрезентации (напр. диаграммы Венна, линейные диаграммы, таблицы) главных соотношений между понятиями. - Записывайте ключевые слова и идеи.
Суммирование	 Главная идея	<ul style="list-style-type: none"> - Суммируйте (в уме, устно, письменно).
Выборочное внимание	 Ищите нужное	<ul style="list-style-type: none"> - Сосредоточивайтесь на необходимой информации, оборотах, идеях, ключевых словах и фразах


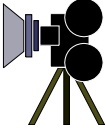
ПОЛЬЗУЙТЕСЬ РАЗНООБРАЗНЫМИ РЕСУРСАМИ		
Доступ к источникам информации	 Читайте!	<ul style="list-style-type: none"> - Используйте словарь, Интернет и другие справочные материалы. - Ищите и используйте дополнительные источники информации - Следите, что делают носители языка. - Задавайте вопросы.
Сотрудничество	 Вместе	<ul style="list-style-type: none"> - Работайте вместе над заданием, помогая друг другу. Советуйте другим и прислушивайтесь к тому, что вам говорят.
Внутренний диалог	 Я могу!	<ul style="list-style-type: none"> - Используйте внутренние ресурсы. Напоминайте себе о своих успехах, своих возможностях и целях.




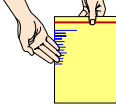

NATIONAL CAPITAL LANGUAGE RESOURCE CENTER




ESTRATEGIAS DE APRENDIZAJE

ESTRATEGIA	DESCRIPCIÓN	
ESTRATEGIAS ALIADAS A LA METACOGNICIÓN		
Organizar/Planear	 Calendario	Haz un plan de lo que necesitas hacer para cumplir con la tarea. Determina como aprendes.
Manejarse a si mismo	 Establece tu paso	Organiza las condiciones que te ayudan a aprender. Busca oportunidades para practicar. Fija tu atención en la tarea – no te distraigas.
Verificar tu progreso	 Verificar	Cuando estás trabajando, date cuenta de tu progreso. ¿Estas entiendo lo que lees o escuchas? ¿Estas hablando o escribiendo con sentido?
Evaluar tu progreso	 Y - ¿cómo lo hice?	Piensa en lo que hiciste bien y en lo que debes mejorar.

ESTRATEGIAS BASADAS EN LA TAREA		
USAR LO QUE YA SABES		
Activar tu conocimiento	 ¿Que es lo que sé?	Piensa en la información que ya sabes y relaciónala con lo que quieres aprender. Haz asociaciones.
Inferir	 Usa indicios	Trata de comprender usando el contexto, lo que ya sabes, y tu sentido lógico.
Hacer predicciones	 Bola de crystal	Haz una conjetura o imagínate lo que va a pasar (en un cuento, un ensayo, etc.).
Hacer una conexión personal	 Yo	Pregúntate como puedes relacionar la lección a tu propia vida, a lo que te interesa, a tus sentimientos.
Usar trasfendencia/palabras afines	 teléfono/telephone	Piensa en palabras similares en dos idiomas para aumentar tu vocabulario.
Substituir/Usar paráfrasis	 Neumático extra	Cuando no sabes como decir algo, usa otra palabra o frase que signifique mas o menos lo mismo.

USAR TU IMAGINACIÓN		
Visualizar y usar imágenes	 El espejo	Imagínate los personajes y lo que está sucediendo en un cuento. Usa los dibujos o imágenes en la página (o dibuja tus propias imágenes) para mejor comprender el texto.
Usar objetos actuales o desempeñar un papel	 ¡Cámara y acción!	Usa juguetes, fotos, u otros objetos para contar una historia. Dramatiza lo que has aprendido.

USAR TU HABILIDAD PARA ORGANIZAR		
Usar deducción o inducción	 <p>Descífralo</p>	Usa una regla para aprender algo nuevo – o haz una regla para comprender mejor. Usa reglas de pronunciación.
Agrupar/Clasificar	 <p>Separe palos</p>	Haz grupos de cosas similares (por ejemplo, frutas, colores, estaciones) para aprenderlas mejor. Busca semejanzas entre el idioma que estas aprendiendo y otros idiomas que conoces.
Anotar y Organizar con Diagramas	 <p>Libro de apuntes</p>	Usa o invente diagramas que representar los conceptos importantes. Escribe lo más importante para ayudarte a recordar los conceptos principales de lo que escuchas o lees.
Hacer un resumen	 <p>La idea principal</p>	Di la idea general o las partes esenciales de lo que escuchaste o leíste. Puede ser escrito, oral, o mental.
Usar atención selectiva	 <p>Búscalo</p>	Busca o enfóquete en las palabras o ideas mas importantes (conceptos, palabras claves, información específica, etc.)

USAR UNA VARIEDAD DE RECURSOS		
Utilizar recursos	 ¡Leer – y leer más!	Busca información usando un diccionario, el internet, un atlas, la biblioteca, revistas o periódicos. Pide a tu maestro o compañero de clase que te dé mas información.
Cooperar	 Juntos	Trabaja con otros compañeros de clase para llevar a cabo una actividad o proyecto.
Hablarse a si mismo	 ¡Si puedo hacerlo!	Anímate a hacer lo mejor que puedas. Evita ansiedades recordándote de lo que sabes y de lo que puedes hacer.

Appendix C: Learning Strategies Chart: Communication

Key: TL (Target Language) =the language you are studying

TC (Target Culture) = the culture of the language you are studying

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Organize / Plan -Set goals -Plan how to accomplish the task -Plan the task or content sequence -Anticipate how long it will take to complete the assignment	Your final exam will involve comprehension questions based on a radio broadcast in the TL.	Set aside one hour five times a week to listen to radio broadcasts in the TL.
Manage Your Own Learning -Focus your attention on the task -Know how you learn best -Arrange conditions that help you learn -Seek opportunities for practice	You are expected to turn your vocabulary journal in once a month.	Organize new terms in a variety of ways in order to determine the best way to help you remember new words.
Monitor -Check your comprehension. Ask if it makes sense. -Check that your production makes sense. -Check your progress on the task	You have to read a short story in the TL and share your opinions about the plot, style and characters in a small group discussion.	Continually check your reading comprehension. Write down your thoughts as you read and ask someone to check over your notes before the discussion.
Evaluate -Assess how well you have accomplished the learning task -Evaluate how well you applied learning strategies -Evaluate how effective the strategies were in helping you accomplish the task	You have to review four units to prepare for your final exam.	When you have finished, evaluate how efficiently you used your time and how effectively you completed the task.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Use Background Knowledge -Think about and use what you already know to help you do the task	You are about to role-play an interview with an airline pilot.	Think about what you already know about airlines, planes and air travel to help you.
Make Inferences -Make logical guesses about meaning based on previous knowledge and/or context	You have to watch a clip of a TC soap opera and then retell the story in your own words.	Use clues from the context like setting, music, character body language and facial expressions to help you understand the gist of the dialogue.
Make Predictions -Anticipate information to prepare or give direction to the task -Make logical guesses about what will happen	A guest speaker from the community has come to talk about her career.	Based on the speaker's job and your teacher's introduction guess what the speaker will be talking about.
Personalize -Relate new information to old information and make personal associations	Watch a scene from some films that illustrate dinner at a TC table.	Compare what you learn with the table manners and traditions you learned at home.
Transfer/Use Cognates -Apply your linguistic knowledge of a different language to the target language -Recognize cognates	Read an article about astronomy in the TL.	Guess a scientific word in the TL that is similar to a scientific word in English.
Substitute/Paraphrase	Use a similar word or descriptive phrase for unknown words	If you cannot think of a word in the TL when you are making a presentation, use a descriptive phrase instead of the single word

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Use Imagery Use or create an image to understand and/or represent information	You are about to read a tricky TC folk tale.	Draw and label a picture of the various elements of the story.
Use Real Objects / Role Play -Manipulate real objects as you speak the target language -Play roles in the target language speaking either aloud or silently	You have to give a presentation on the preparation and ingredients of a typical TC dish.	If possible, make the dish as you present it and then share the food with your audience. If you don't have kitchen access, bring in an example of the finished product to describe and distribute afterward.
Find/Apply Patterns -Apply a rule -Make a rule -Sound out, apply letter/sound rules	You have a vocabulary quiz on nations and continents in the TL.	Study the endings of the words for countries to see if there is a pattern. If so, make a rule.
Group/Classify -Relate or classify words or ideas according to attributes	You have regular vocabulary quizzes.	For each topic page such as food or household items in your vocabulary notebook, divide the terms into nouns, verbs, adjectives and other parts of speech.
Use Graphic Organizers/ Take Notes -Use or create a visual representations of important relationships between ideas such as Venn diagrams, time lines, etc. -Write down important words and ideas	You have to watch a TC news report and retell the gist of each story in your own words.	When listening to the news broadcast, take notes and then organize the information in a chart.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Summarize -Create a mental, oral, or written summary of information	You are working with a small group to write a letter to the president about a political issue you discussed in the unit.	As a group, sum up the main points of what you have read orally before getting started.
Use Selective Attention -Focus on key words, phrases, or ideas -Listen or read for specific information	You are listening to a weather forecast from a TL radio broadcast.	Jot down all of the weather-related words that you hear.
Use Resources -Ask questions -Use a model - Use reference materials	You need create a modern version of a fable you learned as a child.	Use an online dictionary while you are writing your composition on the computer.
Cooperate -Work with others to complete tasks, build your confidence, and give and receive feedback -Use human resources	An upcoming test covers a lot of material.	Form a study group to give each other support and to make the information more manageable.
Talk Yourself Through It (Self-Talk) -Reduce any anxiety by reminding yourself of your progress, the resources you have available, and your goals	When you look at an assigned reading package, you panic because it looks extremely difficult.	While you are reading a passage with unfamiliar words, remind yourself that you have the ability and resources (i.e. a dictionary, your teacher) to accomplish the task.

Appendix D: Learning Strategies Chart: Cultures

Key: TL (Target Language) =the language you are studying

TC (Target Culture) = the culture of the language you are studying

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Organize / Plan -Set goals -Plan how to accomplish the task -Plan the task or content sequence -Anticipate how long it will take to complete the assignment	You are faced with a big project such as creating posters that describe the different foods people eat in the various cultures that speak the language.	Plan how you will research regional food preparation and dishes. Making a list of resources that you will consult, categorize different groups, creating a chart to organize your notes.
Manage Your Own Learning -Focus your attention on the task -Know how you learn best -Arrange conditions that help me learn -Seek opportunities for practice	You need to remember a lot of material, for example in a quiz about TC lakes, rivers and seas.	Experiment with different study techniques such as using a map, working with others and repetition to see what works best for you.
Monitor -Check your comprehension. Ask if it makes sense? -Check that your production makes sense. -Check your progress on the task	You are working in small groups to act out a scene from the film you have just viewed.	Check your comprehension by asking questions about the plot, dialogue and characters.
Evaluate -Assess how well you have accomplished the learning task -Evaluate how well you applied learning strategies -Evaluate how effective the strategies were in helping you accomplish the task	After you've finished watching several film clips involving families, you will have to discuss how people in the culture view the family.	Afterward identify which strategies you used to comprehend the films, interpret the culture and express your thoughts in a class discussion. Assess whether these strategies were helpful, so you can use them more effectively in the future.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Use Background Knowledge -Think about and use what you already know to help you do the task	For homework you have to read a magazine article about current fashion trends in the cultures you are learning about.	Before reading, brainstorm what you already know about fashion and TC fashion in particular. Apply what you know to help you understand the article.
Make Inferences -Make logical guesses about meaning based on previous knowledge and/or context	You need to read a newspaper article about TC politics and write a summary in your own words.	Use the headline, photo, caption and key words to infer what the article will be about.
Make Predictions -Anticipate information to prepare or give direction to the task -Make logical guesses about what will happen	After listening to an interview of a famous athlete from popular radio program in one of the cultures you are learning about you will have to retell it in your own words..	Based on the title and what you know about the sport, make a list of five things you think will be mentioned in the interview. Put a check by the items you hear as you are listening.
Personalize -Relate new information to old information and make personal associations	You and a partner are going to talk about the major aspects (such as transportation, lifestyle, climate, business, entertainment, monuments etc) of an important city in the culture you are studying.	Include what you would like and dislike about the city in your discussion.
Transfer/Use Cognates -Apply my linguistic knowledge of a different language to the target language -Recognize cognates	You and your classmates are taking virtual field-trip to a science museum of the other culture.	When touring the exhibit look for cognates on the labels to guess the meanings of words.
Substitute/Paraphrase Use a similar word or descriptive phrase for unknown words	You and a partner need to act out a tourist shopping for things she has forgotten in a role-play about pharmacy in the other culture.	When you can't recall the name of an item in the pharmacy try to explain the purpose of the medicine you wish to purchase.
Use Imagery Use or create an image to understand and/or represent information	After listening to a dialogue about a wedding in the other culture you will be expected to list the practices they have learned.	As you listen to the description of the wedding, create an image of the ceremony in your mind.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Use Real Objects / Role Play -Manipulate real objects as you speak the target language -Play roles in the target language speaking either aloud or silently	You have a quiz on a historical event that includes a lot of details to remember.	Role-play the historical event with your study group to make sure you have understood what happened.
Find/Apply Patterns -Apply a rule -Make a rule -Sound out, apply letter/sound rules	After you have listened to a series of telephone calls in the language you will have to determine appropriate language use.	Make a chart of the various ways the speakers answer, identify themselves, request information, thank one another and say goodbye.
Group/Classify -Relate or classify words or ideas according to attributes	You and a partner have to label the important locations and geographical features on an empty map of a region you are studying.	Categorize new geography terms by grouping the new terms in two categories: physical features and political features.
Use Graphic Organizers/ Take Notes -Use or create a visual representations of important relationships between ideas such as Venn diagrams, time lines, etc. -Write down important words and ideas	Your group is presenting a research project by creating posters that describe the primary products of one of the nations you are learning about.	Create a chart to organize your research data showing the primary products grown in each region of the target country.
Summarize -Create a mental, oral, or written summary of information	After watching documentary on Family life in one of the cultures that speaks the language you will be expected to write an essay.	Write a brief summary of the documentary first and then extend it to write the essay.
Use Selective Attention Listen or read for specific information -Focus on key words, phrases, or ideas	Fill in a cloze activity worksheet while listening to a dialogue in a restaurant between a waiter and a customer.	Listen for the specific information that you need to fill in the blanks.
Use Resources Use reference materials -Ask questions -Use a model	You have to find and provide a written description of one piece of artwork from the culture you are studying to help decorate the classroom like an art museum.	Search the Web for TC works of art to exhibit.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Cooperate -Work with others to complete tasks, build your confidence, and give and receive feedback -Use human resources	You need to write a research paper on complex topic like how the cultures you are studying have contributed to Arts and Humanities.	Ask a native speaker to check your work with you before you turn it in.
Talk Yourself Through It (Self-Talk) -Reduce any anxiety by reminding yourself of your progress, the resources you have available, and your goals	Your midterm exam involves reading and summarizing an essay on the different political and social perspectives of various TL cultures.	While you are puzzling over a difficult section remind yourself that you can ask your teacher for assistance.

Appendix E: Learning Strategies Chart : Connections

Key: TL (Target Language) =the language you are studying

TC (Target Culture) = the culture of the language you are studying

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Organize / Plan -Set goals -Plan how to accomplish the task -Plan the task or content sequence -Anticipate how long it will take to complete the assignment	You need to research and present an explanation of an important scientific discovery made in one of the target cultures.	Make an assignment outline. Identify all of the things you will need to do and set reasonable deadlines for each one.
Manage Your Own Learning -Focus your attention on the task -Know how you learn best -Arrange conditions that help you learn -Seek opportunities for practice	You have been asked to summarize and present an event or issue from your social studies course to the language class.	Focus on an area of social studies that particularly interests you.
Monitor -Check your comprehension. Ask if it makes sense. -Check that your production makes sense. -Check your progress on the task	You have to read a story about mountain climbing in one of the target culture.	Before reading in the TL, find an article on these mountains in a science magazine to help check and improve your comprehension.
Evaluate -Assess how well you have accomplished the learning task -Evaluate how well you applied learning strategies -Evaluate how effective the strategies were in helping you accomplish the task	A local TC sculptor is coming to talk about his work to your class. You will have to write a report about what you have learned.	Take notes as you listen. Evaluate how your note-taking helped you understand the lecture and prepare you to write a report.
Use Background Knowledge -Think about and use what you already know to help you do the task	You have to write a report on the physical environment of a TC region.	Use information that you have learned from science and social studies classes to help you understand.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Make Inferences -Make logical guesses about meaning based on previous knowledge and/or context	You are reading a TL passage about pollution in the TC.	Use clues like the title, photos, captions and key words and your background scientific knowledge to figure out what the passage is about.
Make Predictions -Anticipate information to prepare or give direction to the task -Make logical guesses about what will happen	You are about to have a class debate on prison vs. reform school for teen offenders.	Before you begin, try to predict the arguments that your opponents might suggest so you can prepare your responses.
Personalize -Relate new information to old information and make personal associations	You have to write a descriptive article on a TC hobby or sport.	If you have any hobbies or interests, find out if they are popular in the cultures associated with your language. If so, see if there are magazines, websites, or books you can read or movies you can watch to learn more.
Transfer/Use Cognates -Apply your linguistic knowledge of a different language to the target language -Recognize cognates	You have to complete a set of 10 mathematical word problems in the TL.	Look for cognates to help you understand the questions.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Substitute/Paraphrase Use a similar word or descriptive phrase for unknown words	You and a partner are going research and present TC perspectives on human rights.	When you can't think of how to say a term or concept, paraphrase using descriptions or definitions.
Use Imagery Use or create an image to understand and/or represent information	You have been asked to listen to a popular TC song and explain how the music and lyrics compare to pop music in your home culture.	Creating a mental image of the events or concepts described in the song can help you understand and remember what you hear.
Use Real Objects / Role Play -Manipulate real objects as you speak the target language -Play roles in the target language speaking either aloud or silently	Your class is conducting a simulation of a UN meeting on major world issues.	Practice your part by preparing and role-playing some of the questions with the classmates in your delegation.
Find/Apply Patterns -Apply a rule -Make a rule -Sound out, apply letter/sound rules	You are completing a vocabulary worksheet on TL computer terms.	Sound out the new terms to improve your pronunciation and create an association between the written and spoken word.
Group/Classify -Relate or classify words or ideas according to attributes	You are about to begin a unit on health and fitness.	Before you start the new unit divide terms and concepts into those you are already familiar with from science and health and those that are new to you.
Use Graphic Organizers/ Take Notes -Use or create a visual representations of important relationships between ideas such as Venn diagrams, time lines, etc. -Write down important words and ideas	After watching a video on nutrition in the TC, you have to discuss how the TC views nutrition differently than the US.	Take notes on the left-hand column of a chart divided into various nutrition categories. After the video, fill in the right-hand column with US traditions and beliefs.
Summarize -Create a mental, oral, or written summary of information	You have to write a review on a TC film you watched in class.	One-on-one with your teacher, summarize the plot of the film and your ideas for critiquing it before writing anything.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Use Selective Attention Listen or read for specific information -Focus on key words, phrases, or ideas	You are expected to share one interesting TC event or issue in class each week.	Regularly scan online or newspaper current events articles for main ideas to get an idea of what's going on in the culture you are studying.
Access Information Sources Use reference materials -Ask questions -Use a model	Your assignment is to read a TC teen magazine article on fashion DOs and DON'Ts and say whether these are also true in the US.	Use an online dictionary to help you look up words you don't know. Look up clothes and body vocabulary in your notes to help you. Find a similar article in a US magazine to help you answer the questions.
Cooperate -Work with others to complete tasks, build your confidence, and give and receive feedback -Use human resources	You watch a video that describes the roles of men and women in the home and workplace in one of the cultures you are studying.	Gender roles are very different in the TC than they are in your culture. If you find this hard to believe and/or understand, talk to students and other people in your community from a variety backgrounds than your own to see learn more about these types of differences.
Talk Yourself Through It (Self-Talk) -Reduce any anxiety by reminding yourself of your progress, the resources you have available, and your goals	You have to write a report on how a famous TC figure has contributed to contemporary arts and literature.	If you can't think of subject, think about your resources. For example, you can ask your language arts teacher to help you brainstorm ideas and you can use the Internet to find a biography and dynamic visuals to enhance your report.

Appendix F: Learning Strategies Chart : Comparisons

Key: TL (Target Language) =the language you are studying

TC (Target Culture) = the culture of the language you are studying

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Organize / Plan -Set goals -Plan how to accomplish the task -Plan the task or content sequence -Anticipate how long it will take to complete the assignment	After you've watched a documentary on family life in one of the TCs, you have to make a poster that compares it with family life in the US.	Make an outline of the areas you need to cover. Plan how you will design figures, captions and illustrations on the poster.
Manage Your Own Learning -Focus your attention on the task -Know how you learn best -Arrange conditions that help you learn -Seek opportunities for practice	You have to write a comparative report and present on cultural heroes and heroines of the TC and the U.S. found on currency.	Although a project this big may seem daunting, consider how you can make the research, writing and presenting easier and more interesting for yourself.
Monitor -Check your comprehension. Ask if it makes sense? -Check that your production makes sense. -Check your progress on the task	You have been asked to write a list of tips on how to learn English for native TL speaker students.	As you compare different elements of the TL with English make sure you've drawn the right conclusions. As you come up with tips, put yourself in the other students' shoes to make sure they are good.
Evaluate -Assess how well you have accomplished the learning task -Evaluate how well you applied learning strategies -Evaluate how effective the strategies were in helping you accomplish the task	You are faced with reading a difficult text about how language is used to show respect in the TL. You will have a class discussion about whether this is the same or different in your culture.	Try to use the context and cognates to understand more. Underline the words, and jot down your guesses of their meanings. After reading, use a dictionary to see how many words you guessed correctly.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Use Background Knowledge -Think about and use what you already know to help you do the task	You have to match a series of TL idiomatic expressions with the meaning.	Try to think of an English equivalent to help you. Although the metaphor might be different, the underlying meaning will be the same.
Make Inferences -Make logical guesses about meaning based on previous knowledge and/or context	After watching a clip of a TL television show about teen fashion, you and a partner have to make a chart that compares it with fashion trends in the U.S.	When you don't understand parts of the dialogue, make guesses based on images, tone of voice and body language.
Make Predictions -Anticipate information to prepare or give direction to the task -Make logical guesses about what will happen	You and a partner have to write and then act out a dialogue between friends: one friend is asking for advice from another friend.	Use your knowledge of how conversations proceed in your native language to predict how a conversation would be structured in a foreign language. Evaluate your predictions and, if necessary, make changes in your conversational style.
Personalize -Relate new information to old information and make personal associations	You are going to read an autobiographical report on being a teenager in the TL.	Think about how her life is similar to and different from yours.
Transfer/Use Cognates -Apply your linguistic knowledge of a different language to the target language -Recognize cognates	After you listen to a report on a medical breakthrough, made in one of the TC nations, you have to describe the scientific contribution in your own words.	Use cognates to help you guess the meaning of new terms.
Substitute/Paraphrase Use a similar word or descriptive phrase for unknown words	You are writing a letter to a TC peer about cars and teens in the U.S.	If you don't know certain terms, describe them using words and phrases you are familiar with.
Use Imagery Use or create an image to understand and/or represent information	Your final exam essay involves making inferences about TC perspectives based on the stories and poetry you have read this year.	As you review each text, create a mental picture of the scenery, characters and plot to help you understand and remember it.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Use Real Objects / Role Play -Manipulate real objects as you speak the target language -Play roles in the target language speaking either aloud or silently	You have to write and present a comparative essay on TC and US advertising.	Use actual advertisement in your presentation to help you describe and interpret cultural differences.
Find/Apply Patterns -Apply a rule -Make a rule -Sound out, apply letter/sound rules	You have to complete a worksheet that defines several TL grammatical rules.	Consider which of these rules exist in English. To help you understand and remember these constructions, make a chart of similarities and differences between the language rules.
Group/Classify -Relate or classify words or ideas according to attributes	With a partner, you have to write and act-out a discussion about 2 current global issues between a US teen and a TC. You will be expected to portray appropriate TC views.	Organize your research notes into categories according to issue and culture. Use the organizer to help you write.
Use Graphic Organizers/ Take Notes -Use or create a visual representations of important relationships between ideas such as Venn diagrams, time lines, etc. -Write down important words and ideas	You have to write a report comparing political trends in the U.S. and the TC you are studying.	Make parallel time lines of the major political events and movements in the national history of your culture and that of the culture you are studying. Note where similar events occur on both lines.
Summarize -Create a mental, oral, or written summary of information	You have to prepare your thoughts in organized notes for a class discussion on how the art movements of a certain period in the TC and the U.S. reflect the history of each culture.	Go over each point quickly with a partner to clarify and check your comprehension.
Use Selective Attention Listen or read for specific information -Focus on key words, phrases, or ideas	You have been asked circle all of the “loan words” you find in a short story. Then, with a partner, you are supposed to guess why these particular words were borrowed.	Focus your work by ignoring everything but the terms you need for the task.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Use Resources Use reference materials -Ask questions -Use a model	You have to give a presentation on parallel famous figures in history (one TC and one US).	Use the internet, reference books and human resources (history, social studies and FL teachers can all help).
Cooperate -Work with others to complete tasks, build your confidence, and give and receive feedback -Use human resources	You have read a description of TC sports for homework. Your teacher has asked you to analyze and discuss how sports and athletics influence and reflect language and culture in the TC and US.	After you have read the article, discuss your ideas with a partner or group. Brainstorm ideas based on what you know about your culture and the TC.
Talk Yourself Through It (Self-Talk) -Reduce any anxiety by reminding yourself of your progress, the resources you have available, and your goals	You are feeling overwhelmed by class discussions on culture that seem interesting but hard to follow.	Get together with someone learning a different language than you are, even your native language. Talk about the hardest and easiest things about learning your particular languages. Exchange tips on how to practice and learn more efficiently.

Appendix G: Learning Strategies Chart : Communities

Key: TL (Target Language) =the language you are studying

TC (Target Culture) = the culture of the language you are studying

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Organize / Plan -Set goals -Plan how to accomplish the task -Plan the task or content sequence -Anticipate how long it will take to complete the assignment	Make a classroom-wide goals list.	Aim to see a movie in a foreign language, or perform a play in your language as a class.
Manage Your Own Learning -Focus your attention on the task -Know how you learn best -Arrange conditions that help you learn -Seek opportunities for practice	Get extra speaking practice with a TL speaking partner.	Ask your teacher if any ESOL students in your school might want to do a language exchange. You can also look for speaking partners at community centers, colleges and universities, religious centers, and even local coffee shops.
Monitor -Check your comprehension. Ask if it makes sense -Check that your production makes sense. -Check your progress on the task	Establish relationships with TC e-pals.	Ask your e-pal questions to clarify meaning. Use her responses to help you make sure your emails are correct.
Evaluate -Assess how well you have accomplished the learning task -Evaluate how well you applied learning strategies -Evaluate how effective the strategies were in helping you accomplish the task	In a class discussion, brainstorm cool jobs that the TL will help prepare you for.	Think about which of these professions might interest you. Ask yourself how you can improve your language skills to help prepare for a future career.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Use Background Knowledge -Think about and use what you already know to help you do the task	Watch a clip of a TV talk show interview of a TC Pop singer. Listen to one of his songs in class.	Think about what you know about talk shows, interview questions, and pop music to help you understand what's going on.
Make Inferences -Make logical guesses about meaning based on previous knowledge and/or context	Use Internet resources to plan an imaginary journey across one of the TL regions.	Make inferences about life in the TC based on what you learn from travel brochures, maps, accommodation ads, travel guides etc.
Make Predictions - Anticipate information to prepare or give direction to the task -Make logical guesses about what will happen	Give a presentation on TC city that particularly interests you.	Before doing any research, make some guesses about what you will learn about lifestyle, shopping, transportation, politics and sports in that city.
Personalize -Relate new information to old information and make personal associations	Role-play a conversation between a learner of English and learner of the TL.	With this person, discuss your favorite and most frustrating parts of learning a language.
Transfer/Use Cognates -Apply your linguistic knowledge of a different language to the target language -Recognize cognates	With your classmates, make a list of all the languages your class has been exposed to.	Even if your group can only come up with a few words in each language, try to relate the information from all the languages to the language your class is learning.
Substitute/Paraphrase Use a similar word or descriptive phrase for unknown words	Describe your hobby to the class using the TL.	When you do not know a term, describe it using another word or words.
Use Imagery Use or create an image to understand and/or represent information	Plan an imaginary 4-course target culture meal for a dinner party.	Draw and label each course to help you describe the dishes.
Use Real Objects / Role Play -Manipulate real objects as you speak the target language -Play roles in the target language speaking either aloud or silently	Prepare and eat typical TL recipe.	Associate the new terms you encounter with the ingredients and cooking tools you handle.

NAME OF STRATEGY	ACTIVITY	USE A STRATEGY
Find/Apply Patterns -Apply a rule -Make a rule -Sound out, apply letter/sound rules	Listen to a TL song and fill in the blanks on the lyrics.	Listen to sound patterns to help pronunciation. Look at verb endings to clarify conjugations.
Group/Classify -Relate or classify words or ideas according to attributes	Write an essay about high school in the TC.	Organize your paper into major topics. Create headings for each section.
Use Graphic Organizers/ Take Notes -Use or create visual representations of important relationships between ideas such as Venn diagrams, time lines, etc. -Write down important words and ideas	Make a TL newsletter about your school to share with your TC E-pals.	Create and label a chart to help you describe the concept of block-scheduling.
Summarize -Create a mental, oral, or written summary of information	Subscribe to a listserv to receive emails related to a foreign language.	At least once a week, tell a classmate what particular issues are important to that community.
Use Selective Attention Listen or read for specific information -Focus on key words, phrases, or ideas	Prepare your resume in the TL.	In your fist proofread, focus only on correctness of the verbs you have used and ignore everything else.
Access Information Sources Use reference materials -Ask questions -Use a model	Trace and label a human body on butcher paper to hang in the classroom.	Use TL print and electronic references to help find the vocabulary and check your work.
Cooperate -Work with others to complete tasks, build your confidence, and give and receive feedback -Use human resources	Write a letter asking for to the embassy of a TL Nation.	Work with a partner to draft a letter asking for information about a topic of mutual interest. Find a model formal TL letter on the Internet to help you with the format.
Talk Yourself Through It (Self-Talk) -Reduce any anxiety by reminding yourself of your progress, the resources you have available, and your goals	Create posters about TC cities to present at parents night.	Encourage yourself at each step of the project. If you get nervous during your speech, take as many silent moments as you need to collect your thoughts.

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